

# Inspection of Tender Cubs Pre-School And Day Nursery

136 High Road Leytonstone, London, Essex E15 1UA

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Inspection date: 15 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## What is it like to attend this early years setting?

### The provision is good

Children are happy and well settled at this welcoming setting. They arrive with big smiles, ready to start their day. Children develop secure relationships with the caring staff, which helps them to feel safe and secure. They are friendly and confident in their interactions with peers, staff and visitors. Staff have high expectations for all children. This includes children with special educational needs and/or disabilities (SEND), children who receive funding and children who speak English as an additional language.

Children benefit from a broad and well-sequenced curriculum. They are enthusiastic learners and make good progress in their development. For instance, children of different abilities concentrate intently during cutting activities. Younger children try hard as they learn first how to hold scissors and then to snip the edges of paper. Older children proudly demonstrate that they have developed their skills and can now cut around shapes. Children are supported to be as independent as possible. They confidently make choices about their play and are keen to do things for themselves. For example, babies are eager to feed themselves and toddlers recognise when they need to wash their hands and do so unaided.

### What does the early years setting do well and what does it need to do better?

- The manager is committed to constantly developing the quality of the provision. She supports staff to develop their professional practice and enhance the learning experiences for children. For instance, staff are learning to use picture cards and pictorial timetables with children. This helps younger children, children who speak English as an additional language and children with SEND to follow the nursery routines.
- Staff gather detailed information about children from parents and from their own observations of children's play. They plan activities and experiences which engage children and enhance their learning. For example, children concentrate as they carefully measure, pour and mix ingredients to make play dough. They learn about colours and textures, build on their understanding of mathematics and strengthen their hand-to-eye coordination.
- Staff use the nursery garden daily, to enhance children's physical development. Children thoroughly enjoy the opportunities to learn and play outdoors. They participate in activities such as action rhymes, jumping on the trampoline and painting on a large scale, which help them to develop their large-muscle movements.
- Children confidently explore experiences using their senses. They demonstrate active imaginations and are resourceful and inventive. For example, children use dried rice and pasta to support their role play, as they pretend to cook meals for the staff. They enjoy the sounds that the ingredients make as they pour them

into pots and pans. Therefore, they find suitable containers and create musical shakers to accompany themselves as they sing.

- Staff use some effective methods to support children's communication skills. For instance, they comment on children's play and introduce new vocabulary. However, staff do not always consider children's stages of development when speaking to them. For example, on occasion they use long and complex sentences and questions, which some children find difficult to understand and respond to.
- Children listen to staff and generally behave well. When there are occasional disagreements between children, staff respond calmly and support them to be kind, share and take turns. However, staff do not always make use of opportunities such as these, to help children identify how they feel and learn to talk about their strong emotions.
- The manager and staff work with parents to devise healthy menus, which children enjoy. For instance, following a parent consultation, they provide healthier options, such as fresh fruit and yogurt for dessert. Staff talk to children about healthy lifestyles and how a balanced diet can help them grow up healthy and strong.
- Parents are happy with the care and education provided. They say that staff tell them about their children's progress and support them to participate in their learning. For example, staff invite parents to accompany children on outings and encourage them to read the nursery's 'Book of the Month' with children at home.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are aware of the signs which may indicate a child is at risk of harm. They understand the procedures to follow, should they have concerns about the welfare of a child or the conduct of a staff member. Staff receive regular training, to help keep their knowledge up to date. They know about a range of safeguarding issues, including the risks to children from exposure to extreme views. The provider follows robust recruitment procedures, to help ensure that staff are suitable. Staff carry out regular risk assessments across the nursery, to remove or minimise any hazards.

## What does the setting need to do to improve?

**To further improve the quality of the early years provision, the provider should:**

- strengthen staff's understanding of how to support language and communication skills for children of different ages and abilities
- ensure that staff provide consistent support, to help children understand, express and begin to regulate their feelings and emotions.

## Setting details

<b>Unique reference number</b>	2539978
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10208664
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Olugbenga Abraham & Morayo Abraham Partnership
<b>Registered person unique reference number</b>	RP528434
<b>Telephone number</b>	+44(0)7769990877
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Tender Cubs Pre-School And Day Nursery registered in 2019. The setting is situated in the London Borough of Waltham Forest. The setting opens Monday to Friday from 7.30am to 6.30pm, all year round. The provider employs eight staff to work with the children. Of these, seven have early years qualifications. The manager has a level 6 qualification and other staff are qualified at level 3 or level 2. The setting offers funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Crawford

## Inspection activities

- This was the first routine inspection the provider has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the provider.
- The manager showed the inspector around the nursery premises, she explained the curriculum and how the provision is organised.
- The manager ensured that relevant documents were available for the inspector to view. This includes staff's suitability checks and paediatric first-aid certificates.
- The inspector observed the quality of the education and considered the impact on children's learning. This includes a joint observation with the manager.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- The manager met with the inspector to discuss leadership issues, such as the recruitment and supervision of staff.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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