

Inspection of Tender Care Westbury

30 Westbury Road, Croydon, Surrey CR0 2ES

Inspection date: 11 January 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are warmly welcomed into the friendly setting on arrival. Older children demonstrate their independence, as they hang up their coats and find their name cards to self-register; this gives them a sense of belonging. Babies and toddlers enjoy cuddles and receive reassurance. They build strong attachments, which supports their emotional well-being. Staff are very attentive to children's needs. They respond in a calm and caring manner, which increases children's ability to feel safe and secure.

Children show a positive attitude to learning and keenly try the broad variety of activities. For example, they increase their knowledge of nature, as they use magnifying glasses to discuss the features of the giant African land snails. Children use toothbrushes and paste to clean the doll's teeth, which extends their understanding of oral health. Babies and toddlers explore with sand and try new foods to extend their sensory experiences.

Children behave well. They understand the nursery rules and respond quickly to gentle reminders to walk inside. Children listen to instructions, help tidy away and share resources with their peers. Staff have high expectations for all children, including those with special educational needs and/or disabilities. Children copy sign language, which reinforces their understanding and supports their communication further.

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

- Staff get to know children well from the start. They collect detailed information, which helps them plan activities to meet their interests. Staff use observations and assessments to identify any potential gaps in learning. They plan a broad curriculum and provide rich learning experiences. However, planning is not always focussed precisely enough on what children need to learn next.
- Staff enhance children's communication and language skills. They engage children in conversations, ask questions and give children time to think and respond. Staff introduce new vocabulary and encourage younger children to repeat words and increase their sentences. However, children who speak English as an additional language are not fully encouraged to share their home languages with others, to extend their learning to a higher level.
- Parents speak highly of the nursery. They state that communication is excellent, and they receive daily updates on their children's routines and activities. Staff are caring. They share children's next steps and ideas to continue learning at home. Parents comment on their children's good progress. This includes increased independence, language and communication skills and knowledge of songs

- Children learn through first-hand experiences the importance of healthy lifestyles. Older children discuss the importance of eating nutritional foods and select green fruit and vegetables to make a smoothie. Children play outside to extend their physical skills and balance, steering scooters and using the slide. Younger children role play at the pretend restaurant and explore the textures and tastes of different fruits.
- The nursery promotes inclusive practice and values diversity. Staff work in partnership with other professionals to support children who need extra help. Staff display positive images and use resources to reflect the wider community. Children celebrate different festivals to broaden their understanding of different religions and cultures, and to learn respect for others.
- Staff skilfully weave mathematics through the routines and activities to extend children's understanding. Young children sing number songs and use their fingers to count. Children cut fruit into halves and quarters, identify shapes and fill and empty containers to increase their knowledge of weight and capacity. Older children recognise numbers and make predictions.
- Staff are enthusiastic and demonstrate they enjoy their job roles. They feel supported by their manager and manage their workloads well. All staff have regular supervision, which highlights their strengths and identifies any training needs. Staff access training and share their knowledge in staff meetings. This enables the team to increase their knowledge, share ideas and extend their teaching skills to benefit the children.
- The manager and leader regularly evaluate the setting's practice. They seek views from staff and reflect on the service they provide. The nursery has addressed the previous recommendations and added suggestions from the local authority to its development plan. The nursery staff are ambitious and aim to make further improvements to support the children who attend and their families.

Safeguarding

The arrangements for safeguarding are effective.

The nursery has robust recruitment procedures in place, which ensure all staff are suitable to work with children. Staff use daily checks and risk assessments to ensure the environment is safe for children to play. All staff have completed safeguarding training, including the 'Prevent' duty. They recognise the signs and symptoms that may indicate a child is at risk of harm or abuse. Staff know the procedures to follow if they have any concerns about a child's welfare. Staff also understand their roles and responsibilities and would report any concerns with staff members following their whistle-blowing policy.

What does the setting need to do to improve?

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

- strengthen planning to identify more clearly what children need to know and learn next, to maximise their learning further
- provide children with more opportunities to share their home languages with others, to make them feel more valued and unique.

Setting details

Unique reference number	EY268486
Local authority	Croydon
Inspection number	10262987
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	31
Number of children on roll	34
Name of registered person	Asharia, Shyrose
Registered person unique reference number	RP904896
Telephone number	020 8665 6263
Date of previous inspection	13 April 2017

Information about this early years setting

Westbury Tender Care Day Nursery registered in 2001. It is based in Selhurst, in the London Borough of Croydon. The nursery opens from 8am to 6pm, Monday to Friday, for 51 weeks of the year. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are nine members of staff who work at the nursery. Of these, eight staff hold qualifications in childcare from level 2 to level 3.

Information about this inspection

Inspector
Helen Craig

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the setting.
- The manager and inspector carried out a learning walk together to discuss the nursery's intentions for children's learning.
- The director and inspector carried out two joint observations and discussed the impact this had on children's learning.
- The inspector spoke to parents, read written reports, and took account of their views.
- The inspector held discussions with staff and the manager about key children and safeguarding. The manager explained how she evaluates her practice.
- The inspector looked at relevant documents including paediatric first-aid certificates, staff qualifications, insurance and suitability checks.

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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