

Tara Kindergartens

Inspection report for early years provision

Unique reference number	135405
Inspection date	20/04/2009
Inspector	Jill Nugent

Setting address	310-314 Hertford Road, Edmonton, London, N9 7HB
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Type of setting	Childcare on non-domestic premises
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Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Tara Kindergarten Day Nursery opened in 1997. It is one of four privately owned nurseries and operates from three open-plan rooms on the ground floor of a three storey building in Edmonton. Access to the building is directly from the adjacent footpath. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is open from 07.30 until 18.00 every weekday all year round.

A maximum of 70 children in the early years age group may attend the nursery at any one time. Currently there are 65 children on roll. The nursery supports children with learning difficulties and/or disabilities and those who speak English as an additional language. A total of 15 staff are employed to work with the children and, of these, 14 hold relevant early years qualifications.

Overall effectiveness of the early years provision

The overall quality of the provision is good. The nursery offers an inclusive service where children enjoy a range of planned activities that promote their learning and development. Children's well-being is prioritised and procedures for ensuring their health and safety are implemented effectively. Staff liaise closely with parents to enable them to meet children's individual needs appropriately. As a result children are happy in the setting and make good progress towards the early learning goals. Staff work towards continual improvement for all children, taking on board suggestions for developing their practice in different areas.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that children have a wide range of opportunities for independent learning within a stimulating indoor and outdoor environment
- ensure that the system for observational assessment of individual children is used consistently across the nursery in order to meet all children's learning needs effectively
- ensure that risk assessments of the premises are sufficiently rigorous to identify all aspects of the environment that need regular checking
- extend the system of self-evaluation to encourage a more reflective practice amongst staff and highlight areas for further improvement.

The leadership and management of the early years provision

The nursery is in the process of appointing a new manager and is being managed in the meantime by the area manager in liaison with the two deputy managers. These managers have maintained a strong sense of leadership within the setting, continuing with plans towards a proposed refurbishment and instigating

developments in other areas, such as observation and planning, in order to improve the outcomes for children. All the required documentation is in place and paperwork is well-organised and easily accessible.

There are good induction and appraisal systems in place for staff and this helps to ensure that all mandatory training is completed and updated when necessary. There is a particular emphasis on revisiting safeguarding training at regular intervals so that staff are confident in this area and know what to do if they have any child protection concerns. The area manager has plans to introduce more in-house training which will support staff in their professional development. However, there is not yet an established system in place for self-evaluation so that staff can reflect more fully on their practice and highlight areas for improvement.

The layout of the nursery rooms works well in promoting a welcoming environment, providing care for children in bright and attractive play areas. There are daily opportunities for outdoor play and children enjoy the social aspect of mealtimes in the dining area. Staff boost children's self-esteem through valuing their individual contributions and making sure that organised activities are accessible to all children. They raise children's awareness of a wider society through opportunities to learn about different cultures and celebrate festivals. Children with learning difficulties receive good support as staff work closely with other professionals to meet these children's needs.

There is a strong working partnership with parents and this contributes to the quality of care and education children receive. Parents are given clear information about the nursery and guidance on settling children in. Staff feed back to parents on a daily basis and, in the long term, through a system of written reports and consultations. Parents are encouraged to learn more about the educational programme and to contribute to their children's observation records. In this way they become involved in the children's learning and are able to offer better support. Staff are establishing links with other providers who also care for children that attend the nursery.

The quality and standards of the early years provision

Children are well settled and content in the nursery. Very young children benefit from the good adult:child ratios which allow them to have individual attention if necessary without affecting the needs of others. They enjoy the freedom to move around and explore resources with the support of staff, learning through their senses to make connections within the play environment. For example, they investigate colourful toys, flour and mousse. In organised singing sessions, they become aware of sound and rhythm, responding to songs as they move their bodies and clap. In these ways they are encouraged to become active and interested learners. Children in the next age group consequently demonstrate an enthusiasm to participate in a variety of play activities. They are supported well by staff as they learn new skills, such as spray painting and cutting. They especially enjoy exploring different materials, for example, sand, water and paints, using these creatively in their own way.

Pre-school children show high levels of concentration when taking part in self-chosen tasks, for instance, as they draw pictures and construct models. They are well-behaved and attentive at circle times, when staff reinforce their learning in literacy and numeracy. Children develop useful skills as they learn about the letters of the alphabet, count objects and recognise shapes. They learn to solve problems, for example, when selecting pieces of construction equipment to build models. Staff interact well with children to promote their learning and encourage them to think in different play situations. Children have some opportunities to choose play activities independently, for example, puzzles and playdough, although the opportunities for independent learning for all children are at times restricted through limited access to a wide range of resources and activities, both indoors and outdoors.

A comprehensive system for observing and assessing children's individual development is now in place. Staff have started to use detailed observations of children's learning to work out each child's next steps. These are then used as a focus in planning relevant experiences to help children move on in their learning and development. There is some effective use of this system to date, for example, staff have noticed when children need support in developing communication skills, more role play opportunities or sensory activities, and have planned activities accordingly. The written planning clearly shows how the educational provision is linked to children's individual learning needs. However, the system is not yet used consistently across the whole nursery so that all children can be supported effectively in their individual learning and development

Staff implement set procedures to promote children's welfare whilst in the setting, ensuring that children keep safe and healthy. There are appropriate medical and hygiene procedures in place and all adults are made aware of children's dietary needs. There is a variety of healthy and nutritious meals on offer, including dishes from different cultures. The cook is proactive in continuously developing and improving the menu so that children acquire new tastes. Various safety measures are in place around the nursery so that the environment is safe and secure. Staff carry out regular generic safety checks of the premises, although these are not sufficiently rigorous in helping to identify specific aspects of the environment that need regular checks. Children are always well supervised and thereby develop an awareness of personal safety. Staff act as good role models in promoting a calm and friendly setting in which children develop good relationships and learn to respect others.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met