

Tara Kindergarden Uxbridge

Inspection report for early years provision

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Inspector	Margaret Moffat
Setting address	Lawn Road, Uxbridge, UB8 2TJ
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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.

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Description of the setting

Tara Kindergarden day nursery registered in 1996, with the registration of the building for children under two years in 2009. It operates from two buildings across the road from each other, one catering for children aged two to five years and the other for children aged from three months to two years. The nurseries are situated in a residential area close to Uxbridge town centre in the London borough of Hillingdon. Tara Kindergarden is one of four settings owned by the same provider. The nurseries are currently on the Early Years Register and compulsory part of the Childcare register. A maximum of 40 children in the early years age range may attend this nursery for over two's at any one time. The nursery is open each weekday from 7.45am to 6.00pm for 51 weeks of the year, closing at Christmas and on public holidays. There is a small secure garden for outdoor play.

There are currently 24 children on roll in the early years age group. Children come from the local and wider community. The nursery currently supports a number of children with special educational needs.

The nursery employs six full time staff all of whom hold relevant childcare qualifications. The nursery also employs a cook and has a regular volunteer.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff recognise the uniqueness of each child and provide an environment where they are valued and respected as individuals. Children are provided with a range of activities that takes account of their interests and individual needs, helping them to make good progress in their learning. There are effective procedures in place to ensure children's physical and emotional security. The commitment to continuous improvement is evident in the action already taken to make changes to the nursery and the planning and assessment systems and outdoor area.

What steps need to be taken to improve provision further?

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

- continue to develop systems for self evaluation and include the views of others
- update the risk assessment to include any assessment of risks for outings and trips.

The effectiveness of leadership and management of the early years provision

All adults who work in the nursery undergo rigorous checks to ensure their suitability. There are effective recruitment and induction procedures in place and

staff are aware of their roles and responsibilities. Staff deployment is good and there are suitable plans in place to cover staff absences. Staff have a good understanding of child protection issues and are fully aware of the procedures to follow and their responsibility to report any concerns. Risk assessments records and daily checks ensure all areas of the nursery are safe. Although procedures to keep children safe on outings are followed these are not specific to the particular outing such as the park or duck pond. The nursery is well organised and staff set the rooms out to provide a safe and stimulating environment for the children. Staff have a very good understanding of how children learn which means children make good progress in their learning and development. They treat children as individuals and show them kindness and respect. Children are provided with a range of activities and resources which helps foster an awareness of diversity and the world they live in.

Since the new manager has been in place she has identified key areas for improvement and has put plans into place to address these. For example, she has invited the local partnership into the nursery to help with the planning and assessment system, painted the nursery to make it more inviting for the children and their families and made improvements to the kitchen and the food provided. She has not yet developed systems to include the views of others when evaluating the nursery. All recommendations from the previous inspection have been addressed and this shows the commitment to improve the outcomes for all children.

All required records and consents are in place before children start the nursery and the detailed information gathered ensures staff have a good knowledge of individual needs and routines of each child. Parents spend time with their child's key worker talking about where they are at in their learning, helping staff establish the child's next steps. Parents are kept up to date with their children's progress through daily verbal feedback, access to their children's records when they wish and parents evenings. There are clear systems in place to ensure partnerships with other providers and external agencies involved in children's care, learning and development are established. Parents spoken to on the day of inspection are happy with the service provided.

The quality and standards of the early years provision and outcomes for children

Children are well nourished as they are provided with a range of healthy and nutritious snacks and meals with their individual allergies and dietary needs adhered to. Children have time to eat at their own pace and mealtimes are social occasions where staff and children sit together and talk about what they have been doing. Children adopt good personal hygiene routines and many deal with their own personal needs without prompting, further developing their independence. They have opportunities to play outdoors in the garden or in the local park each day. They enjoy playing with wheeled toys, bats and balls or playing games such as the chair game and shout out 'ready, steady go' as they run to sit on a chair before anyone else. Older children enjoy using buckets of water and brushes as they pretend to paint the fence. Children develop an awareness of

managing their own safety through discussions around the use of scissors or when playing with the hammers and nails in the 'tap a shape' game. Staff encourage them to tuck their seats under the table in case other children fall over them.

Children access a range of activities and resources which are suitable for their age and stage of development and allows them to make choices about what they wish to play with. Staff have a good understanding of the Early Years Foundation Stage and use this effectively to plan and provide activities for the children to extend their learning and meet their individual needs. Planning and assessment systems are used well to track children's development and their next steps in learning. Thus ensuring children are making progress in relation to their starting points. Staff take every opportunity to ask children open ended questions to develop their thinking skills and language development. Older children enjoy playing the rhyming game as they look at picture of what staff member is holding up and find corresponding picture with word that rhymes. For example cat and hat. mouse and house and dog and frog. Staff extend the activity by providing more opportunities to play the game as a table top activity with more challenging picture cards. Children have opportunities to plant and grow bulbs and confidently explain to visitors what they have done and how they need to give it water to help it grow. Children show confidence as they move cursor around the computer screen playing a number game and are able to recognise numbers in and out of sequence.

Children are settled and happy in the nursery, have lots of fun and enjoy themselves. Good relationships are evident as they approach staff readily for cuddles or for help putting on their coats. As children arrive at the setting children call out their names and appear happy to see them. Children are well behaved and polite as they use please and thank you at appropriate times without prompting. They respond to staff requests to play quietly so they will not wake up the other children who are sleeping and this shows a developing consideration for others.

Children thoroughly enjoy taking part in the rehearsals for the nursery play. They listen attentively to instructions and wait for their turn to take to the stage. They join in enthusiastically to familiar songs, play the musical instruments and dance. All children are involved in the play either on their own or as part of a group and they show great delight as staff call out well done, clap and praise them for their efforts, developing their confidence and self esteem. Children smile proudly at the end as staff and visitors clap and shout out.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	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