

# Tamba Day Nursery Ltd

Inspection report for early years provision

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**Unique reference number** EY265972  
**Inspection date** 07/12/2009  
**Inspector** Vivienne Rose

**Setting address** 29 Mansfield Road, Ilford, Essex, IG1 3BA

**Telephone number** 0208 553 1513  
**Email** [info@tamba-daynursery.co.uk](mailto:info@tamba-daynursery.co.uk)  
**Type of setting** Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Tamba Nursery Ltd opened in 2003 and is a privately owned full day care provision. The nursery operates from a large Victorian two storey house, which is situated in a quiet residential area of Ilford in Redbridge. The ground floor consists of three playrooms, children's toilet facilities and the garden. The kitchen, laundry, staff room and one staff toilet are situated on the ground floor but are not accessible to children. The first floor consists of children's toilet facilities and four playrooms, one self contained and three adjoining play rooms. The office and two staff toilets are also situated on the first floor but are not accessible to children. There is access to an enclosed outdoor area. The nursery is open each weekday from 7.45am to 6:15pm for 51 weeks of the year.

The nursery is registered by Ofsted on the Early Years Register and the voluntary and compulsory parts of the Childcare Register. A maximum of 57 children may attend the nursery at any one time. There are currently 63 children on roll aged between three months to under five years on roll, some in part-time places. The nursery supports children with special educational needs and/or disabilities. The setting also provides out of school care for children from five years to under eight years. It opens 3:30pm to 6pm, Monday to Friday, term time only.

There are 14 staff employed, which includes the owner/manager. All staff hold recognised child care qualifications and there is a cook who works on a part-time basis. The setting provides funded early education for three and four-year-olds' and works closely with the local authority early years service.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Generally children are making good progress in their learning and development because staff are knowledgeable about the early learning goals and helping children to achieve these. Children are happy playing and exploring in a generally safe and secure environment. However, some procedures for safeguarding the welfare of children are not sufficiently robust. Overall children's individual needs are met because staff build effective relationships with them and with parent's carers and others. The nursery promotes an environment where all children are respected and valued. Management have a clear vision for the nursery's future including the commitment to making improvements to further promote outcomes for the children. The setting has made good strides in meeting the recommendations of the previous inspection.

## What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure that consistent records are maintained of the suitability of all those working with children(Safeguarding and welfare of Children) (also

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applies to the compulsory and voluntary parts of the Childcare Register)

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

- ensure that babies and toddlers have regular access to physical activity to promote their skills and good health
- ensure that observation, record keeping and planning for children is maintained consistently including those children attending on a part-time basis.
- provide further opportunities for younger children and babies to easily access resources to promote their awareness of the wider world

## **The effectiveness of leadership and management of the early years provision**

Many of the aspects of the nursery's work are good, but its overall effectiveness is limited to satisfactory by weaknesses in some of its record keeping systems for safeguarding children. There is no doubt that the safety and well-being of children and users of the service are at the forefront of the nursery's practice. While there is a thorough safeguarding policy in place to follow and all permanent staff are checked for suitability, the lack of rigour in maintaining information on students that attend the group on work experience, impacts on the welfare of children. This is a breach of requirements. The staff are vigilant and understand their responsibilities to safeguard children and to record any concerns they may have about children's welfare. Day to day procedures and practice ensures that the building and equipment are safe for children; this includes a daily risk assessments regular fire evacuation and a visitor's book. The setting is inviting to children, with many picture prompts and labels to inform and guide both children and parents. The nursery has clear arrival and departure systems in place for children and staff. Generally there is a good range of furniture toys and resources available to meet the children's needs. However, the babies have fewer opportunities to access resources which display positive images. The nursery policies and procedures are up to date and underpin good practice. Good self-evaluation systems are in place and there is a desire to improve the service to make it even better to build on areas of strength and to identify areas for improvement. Management and staffs' use of parent views in questionnaires has enabled them to take part in the self-evaluation process.

Partnership with parents is well developed because the setting keeps the parents informed about the activities within the setting through newsletters and displays and daily diaries. Parents attend open/ parent association evenings and written procedures provide parents with clear information about the setting and its operational plan, this includes the complaints procedure. However, staff and management are looking at ways to involve parents further in making contributions to their child's overall developmental progress on a regular basis.

Most of the recommendations from the last inspection have been addressed to

benefit the children. This includes improvement to medication consent and record keeping. In addition management have developed methods for regular supervision of staff, room observations and annual appraisal to ensure that staff are well supported. Staff are motivated to improve their knowledge and understanding by attending regular training courses. They then feedback their knowledge to other members of staff at group staff meetings. The nursery has a good capacity to improve in the future.

The nursery promotes inclusive practice and the uniqueness of every child. Boys, girls, children with special educational needs and /or disabilities and English as additional language make equally good progress because their needs are taken into account. Staff are able to provide first language support for different languages as they seek information from parents about their child's home language so that the children feel included and valued within the nursery. Children are developing an awareness of their own culture and of others as they celebrate various festivals and cultural events. These include Diwali, Eid and Christmas and when they find out about different flags around the world. The nursery has good links with external agencies and children with additional needs are well supported as the setting works closely with speech therapists and the borough special educational needs coordinator. Further, some links have been made with other local early years provision. The provider has a willingness to extend this partnership to exchange information to provide continuity for children.

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

Children have beneficial links with their key person, which gives them a sense of security. They know what is expected of them, they become secure in their routines and feel valued. Their emotional wellbeing is nurtured; the settling in process is individual to each child so that they are able to separate successfully from their parents and carers. Children are well behaved; they respond positively praise and encouragement by staff. For example, when children in the baby room put the shredded paper on their heads they smile and have fun. Staff then develop this fun play when they tell the children 'well done clever boys' the children put on police hats and children laugh at their achievement.

Children are developing an understanding of healthy lifestyles as they are offered healthy meals and snacks which are vegetarian based. While the children enjoy their mealtimes with staff sometimes the organisation of mealtimes for babies takes too long, which means they become restless. Good hygiene practices are apparent within the nursery where the adults are required to cover or remove their shoes to prevent cross infection. In addition several staff have attended first aid training to provide suitable care for children should and accident occur.

Children are learning to keep themselves safe as they are helped to tidy away toys and practise fire drills. They are reminded by staff to use outdoor equipment safely and not to run or they may fall in the garden area. The outdoor area is well resourced and provides opportunities for children to increase their physical skills as they use bikes, slides and join in parachute games. However; although older

children use this area regularly throughout the day younger children and babies have fewer opportunities to develop their larger physical skills.

Children are achieving well, this achievement starts in the baby room and continues through the nursery and staff have a good knowledge and understanding of the Early Years Foundation Stage (EYFS) and as a result provide a well balanced curriculum. Staff build on children's interests and ideas through regular observations and planning in all areas of learning. Young children are actively curious and enjoy the freedom of making choices when they choose to use the messy play room or the quiet areas for play. Staff encourage older children to contribute ideas for activities to ensure that their individual needs are well met. As a result most children are making good progress towards the early learning goals. However; the observations, planning and record keeping details for children attending on part-time basis lacks some consistency.

Children are developing their independence skills as they help themselves to resources from shelving and low-level storage in all the playrooms. Their curiosity is stimulated by encouragement to explore with sand, water, magnets, sand and clay. They delight in demonstrating and explaining why magnets attract some objects and not others 'because they are not metal'. Children enjoy playing with the computer and developing their skills for the future. They find out how things work for example, using headphones to play lotto games and when listening to stories. They enjoy planting seeds and watching them grow and visiting outside play areas and settings in the community.

Staff are very skilful at questioning children encouraging them to share their ideas, in small groups and at storytelling times. Children learn to problem solve as they sort and match objects and many children can count effectively from one to ten and beyond. They use mathematical language when they explain that the cake will take twenty minutes to cook. High emphasis is placed by staff on children learning the sounds and letters of words using homemade resources such as the 'sound boxes'. In addition children are encouraged to find their names on the board at the beginning of the day and repeat the first letter of their name. There is a well resourced mark making area where children practise their early writing skills and babies and toddlers enjoy playing with dried pasta making patterns with spoons and scoops and playing with shaving foam. Children attentively listen to stories and sing rhymes and extend their creativity through arts and crafts, music and role play resources.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	3
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
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	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 07/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 07/12/2009