

# Tara Kindergartens

Inspection report for early years provision

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EY390922

**Inspection date**

16/11/2009

**Inspector**

Jennifer Devine

**Setting address**

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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 Kindergarten baby day nursery registered in 2009, and operates from premises in Uxbridge in the London borough of Hillingdon. This nursery is one of four settings owned by the same private provider. One of the nurseries for children aged two to under five years operates from premises across the road.

A maximum of 20 children in the early years age range may attend the nursery at any one time. There are currently nine children on roll. 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.

The nursery employs three full time staff and one part time member of staff. The nursery is on the Early Years Register and the compulsory part of the Childcare register

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are very settled in the provision and are making steady progress in their early learning. The staff team have a good overall understanding of individual children's needs and they have built up good relationships with the parents. Staff have developed their understanding of the Early Years Foundation Stage (EYFS) since registering and this enables them to provide a varied and interesting curriculum. The manager has a good understanding of the provision's strengths and weaknesses and has the ability to lead the staff team to make continuous improvements in the service they provide.

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

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

- ensure that play materials such as sand and water are sufficient in quantity and that the resources provided are suitable to engage children's exploration
- develop the use of the outdoors to enable children to have a rich and varied environment between indoor and outdoor play experiences
- develop ways of enabling parents to participate and be involved more with their child's learning profiles

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

Children are cared for in a safe and secure environment. Effective deployment of staff ensures children are well supervised and a record is kept of all visitors to the nursery, which promotes the children's overall safety.

Staff have a good understanding of child protection matters. They know the indicators of child abuse, and the procedure to follow for reporting concerns. Robust recruitment procedures ensure that all staff are checked for their suitability

to work with children.

The staff team work well together to provide a welcoming environment to the children. The layout of the room enables the young babies a comfortable carpeted area where they can sit and learn to crawl safely. Appropriate supports are used such as play nests or soft cushions to prevent the babies from toppling over and hurting themselves. The toddlers have more space available where they can take part in activities such as sand or water play and painting.

The setting is generally well resourced and children have opportunities to make choices about their play. However, some resources are insufficient in quantity such as not having enough sand or water in the trays to enable children to fully explore the natural materials.

The setting promotes inclusive practice. Staff have a good knowledge of each child's background and each child makes equal progress because staff take into account their individual needs when planning and providing suitable activities.

The setting has established positive relationships with parents or carers. They ask parents for their views in the form of a questionnaire on a regular basis. Parents are kept well informed about their child's day as the staff complete a daily diary for each child, which details the food eaten, sleeps, nappy changes and activities. Parents are invited to meetings to discuss their child's progress in more detail and to look at their developmental records. However, these records are not accessible for parents to look at regularly and add any comments or observations about their child's learning.

Although there is no formal method of self evaluation in place the manager and staff have identified their strengths and areas for development. The staff team have been working in partnership with the Early Years team to develop their understanding of planning for the curriculum. The staff team are aware of needing to develop the outdoor environment to provide a richer learning environment for the children in all the six areas of learning.

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

Children are very happy and settled in this caring environment. This enables them to feel secure to explore and investigate their surroundings. Staff are affectionate and provide lots of support for these young children's emotional well being, enabling them to move away and return for cuddles and reassurance, as needed.

Staff have a good understanding of the EYFS and have developed effective planning methods to ensure most areas of the curriculum are included to help each child develop to their full potential. Staff regularly observe and assess children's progress and identify their next steps for learning.

Children are developing healthy lifestyles as they begin to adopt good hygiene routines such as when they wash their hands before eating. Staff have good hygiene procedures in place when changing nappies which protects children from cross infection.

Toddlers enjoy eating fruits such as banana at snack time and younger babies are offered rusks or purred fruit. All children have their own individual beakers and are offered a drink regularly. Toddlers are able to indicate their needs by either pointing to their drinks or vocalizing their needs to the staff. Children are provided

with healthy and nutritious lunches. The toddlers are developing their independence skills, confidently being able to feed themselves using a spoon. A clear sickness procedure is followed which means children do not attend the nursery if they are unwell and this prevents the spread of infection.

Children have opportunities during the day for physical play where they can run around and dance to music. They go outdoors for fresh air at least once a day but the outdoor area currently does not provide learning in all areas. For example, there is no provision for children to explore and investigate the natural world through digging as the ground is covered with safety surfacing.

Children take part in regular fire evacuation practices which teaches them about how to get out of the building quickly and safely. When children go into the garden they hold hands and walk carefully together to the garden located at the side of the nursery.

Children have a lovely time playing and investigating in their environment. They are learning to share as they play with the home corner pots and pans and pretend to make dinner. They indicate to staff that they would like to look at the books and sit down carefully turning the pages one at a time. Children relish time when the staff sit with them and read their favourite stories and are beginning to know the story lines and get excited as they know what is going to happen next. Children have opportunities to investigate natural materials such as sand and water and enjoy mark making using chunky crayons or chinks. There are opportunities with activities for children to learn about numbers and shapes such as when playing with the posting box and children are beginning to count as they play, helping them develop their skills for the future.

## 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>	2
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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	3
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

The quality of the provision in the Early Years Foundation Stage	2
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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	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