



Tara Kindergarden Uxbridge

Inspection report for early years provision

Unique Reference Number	139119
Inspection date	14 February 2006
Inspector	Keriann Belcher
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Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

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

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Tara Kindergarten was registered in 1997. It is one of five day care settings owned by the Provider. The nursery operates from two sites, one for children under two years and the other for children over two years. The buildings are a few yards from each other and are located in Uxbridge in the London Borough of Hillingdon.

Tara Kindergarten is registered for 60 children under five years. There are currently 38 children from 12 months to 4 years on roll. This includes 7 funded three year olds

and 3 funded four year olds. Children attend for a variety of sessions and may attend from the age of three months.

The nursery is open for five days a week, from 07:45 to 18.00, all year round with the exception of Bank Holidays and the Christmas period.

The nursery employs 12 full time staff working with the children, 9 of whom have relevant early years qualifications and 1 staff under taking training. There is a cook who works on a part-time basis. Some staff speak the additional languages of Hindi, Gujarati, Punjabi, Swahili and Urdu. Children who have special needs and English as an additional language are supported within the setting.

The nursery receives support from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children are happy in the warm, friendly and clean nursery. Babies feel secure as they develop close relationships with the staff. For example, seeking physical reassurance when unfamiliar adults are in the room. There is good hygiene procedures in place that enable children to be cared for in an environment that reduces the risk of infection. For example, staff wear disposable gloves, aprons and cleaning the changing mats thoroughly after each use. Children are protected from unnecessary illness, as they do not attend if they are contagious or are sent home if unwell at the nursery. They are developing good self help skills as they wipe their own noses and wash their hands.

There are satisfactory policies and procedures known by staff, for recording accidents and medication which ensures children are well cared for.

Children enjoy a range of healthy meals and snacks as the menus have improved offering them a more balanced diet. The children eat sitting comfortably at the table and enjoy sociable meal times chatting with each other. For example, a child enthusiastically ate his yogurt and says "I am enjoying this". Children's choices and parental wishes are respected to meet individual dietary needs. Children's independence is promoted as they are able to learn to self feed and older children are able to pour their own drinks and help themselves to biscuits at snack time. However, they are not able to independently access drinks regularly throughout the day.

Children have adequate opportunities to either play outdoors or participate in physical activities inside. For example, babies enjoy music and movement sessions. The 3 and 4 -year olds are excited when playing outside, for example jumping and climbing on the equipment. However, the children's learning is not extended or identified in the plans. Older children are beginning to learn about healthy eating through planned topic's such as "All About Me". For example, a child was talking about how the broccoli he was eating for his lunch ,was going to make him big and

strong like his Daddy.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The good organisation of space means that babies can move around safely and freely promoting their developmental needs and interests. Each room is adequately heated and ventilated. The older children are making choices in their play as toys and resources are stored at low-levels and are easily accessible.

Children's individual needs are met well by the provision of suitable equipment for them to eat, sleep and play. For example, there are low tables and chairs, highchairs, sleep mats, cots and double buggies to go out in the fresh air.

Children are generally kept safe by staff taking positive steps to reduce the hazards both inside and outside. They are supervised well and always kept within sight or sound of staff members. However, the fire evacuation procedure is not practised on a regular basis and does not adequately ensure that non-mobile babies and young children can leave the building quickly or safely.

Children are protected well by staff that have a clear understanding of child protection policies and procedures. However, there is not currently a named person who has responsibility for liaison with child protection agencies.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at nursery. They arrive happy and confident and quickly settle into the routine making their own choices about their play from a range of activities. For example, puzzles, water, sand play and well resourced book corner. Younger children are very well supported in their play and development. Staff working with children under three years have a adequate knowledge and understanding of child development and are beginning to make good use of the Birth to three matters framework to guide their planning and observations of children's progress. They provide an stimulating environment in which children initiate much of their learning, helping them to develop high levels of independence. For example, young baby fed himself breakfast with a spoon, also using and his fingers to explore the food.

Nursery Education

The quality of teaching and learning is good. This is due to the staff having a sound understanding of the Foundation stage and the early learning goals. Children benefit from the well planned curriculum which supports their learning in most of the areas. However, the outdoor area is not always included in the planning to develop and extend children's learning. Staff have developed good skills in asking children open ended questions to extend their thinking and learning. For example, each activity area has a list of suggested questions to develop the children's play.

Children are actively engaged in their play and activities throughout the day. They show kindness and consideration to each other as they play together, sharing and taking turns. For example, waiting for each other to have a turn when playing lotto and saying please and thank-you to each other. Children have very good opportunities to develop their self help skills and independence. For example, children take turns in passing around the biscuit tin at snack time, clearing away their own plates at lunchtime and washing their hands.

Children are confident speakers and engage in conversations with each other and familiar adults. They enjoy looking at books independently and in groups. There are a range of opportunities for children to mark make and develop their pencil control. For example, pad and pencils by the telephone in the home corner, copy their name into valentines cards or label their own work.

Children have satisfactory opportunities to develop their creativity through creating their own work using materials such as various papers, card, scissors, glues and glitter to make valentines cards. However, the available resources to create and support role play is limited.

Children have very good opportunities to begin to understand simple mathematical problems as they are provided with many practical activities such as how many cups for the number of children. They have access to a computer are able to develop mouse control skills, for example, clicking and dragging.

Children have satisfactory opportunities to learn about the world around them such as exploring their own and other peoples cultures and beliefs. For example, celebrating Chinese new year. They learn about living things such as growing cress and visits to the farm in Springtime. The local community is involved in the nursery to support children's learning ,such as the fire brigade visiting linked to a topic of "people who help us".

Helping children make a positive contribution

The provision is satisfactory.

Children are valued and respected as individuals and are given appropriate praise and encouragement to enhance their self esteem and confidence. For example, children are given stickers for wanted behaviour and effort in their learning. Children are well behaved and behaviour is managed taking into the child's age, stage of development. However, there is not a named person who has responsibility for behaviour management.

Currently there is no children attending with special needs. However, the staff have a secure knowledge and understanding of individual needs of every child in their care. Children learn about themselves and the wider world through planned activities and resources that reflect diversity. Staff have a positive attitude to anti-discriminatory practise, but there is no staff member with particular responsibility for equal opportunities.

This positive approach fosters children's social, moral, spiritual and cultural

development.

The partnership with parents is good. Children benefit from good relationships with parents, which contributes to their well being. Effective links are maintained in the younger age group by using individual daily diaries which are taken home. All parents are provided with yearly progress reports on their child's progress and development.

Organisation

The organisation is good.

Children's care and learning is enhanced by the effective deployment of staff and good leadership and management of nursery education. Staff are knowledgeable about the Foundation Stage and Birth to three matters framework and this impacts on the achievements the children make. Detailed policies and procedures are implemented effectively to successfully promote children's care and well being. All documentation is maintained and available for inspection. However, the complaints procedures is not up to date in line with the new regulations.

The leadership and management is good. Staff work very well as a team and have clear roles and responsibilities. Regular staff meetings are held to monitor the curriculum and the impact on children's individual progress. The manager is committed to professional development and actively encourages staff to attend further training. Staff show enthusiasm to bring back new ideas from training courses and develop these for the children's benefit, for example one member of staff attended a course about using a digital camera to evidence the children's learning and activities.

The setting meets the needs of the range of children for whom they provide.

Improvements since the last inspection

At the previous care inspection a number of recommendations were raised:-

To ensure that the rooms are maintained at a adequate temperature. Thermometers now record the temperature as being between 68F and 70F.

To keep a confidential record of accidents, which are now recorded on individual sheets and collated.

To review the menu, provide a more healthy diet and make drinks accessible. The menu now includes meals containing fresh vegetables and healthy choices. Drinks are not easily accessible in the older children's group room.

To review the planning and the use of the garden. The nursery has now rotated times for each room to use the garden area .However, it is not planned to extend children's learning adequately.

The following Actions were raised :-

To inform Ofsted of staff changes including Criminal Bureau Checks. This was being done, however due to a change in regulations it is no longer required for the provider to notify Ofsted they have responsibility to ensure staff are vetted.

To include in the child protection policy what to do if an allegation is made against a staff member. This has been met.

There were a number of key issues arising from the nursery education inspection which have mostly been addressed adequately. The curriculum now includes regular opportunities to listen to music, sing songs, rhymes and play musical instruments. Children are given the opportunity to label their own work. The programme for physical development has improved, but still requires further planning to ensure that children's learning is fully extended outdoors.

Complaints since the last inspection

There have been no complaints received since the last inspection. The provider is required to keep a record of complaints made by parents which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make drinks more accessible to children
- review the procedure to evacuate the premises on both sites in the event of an emergency
- update the complaints procedure in line with the new regulations
- ensure there is a named person for Child Protection, Equal Opportunities and Behaviour Management.

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- develop the opportunities for children to engage in role play
- improve the planning relating to the use of the outside play area for children 3 years and over

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