



Tara Kindergartens

Inspection report for early years provision

Unique Reference Number	135405
Inspection date	15 May 2006
Inspector	Carol Brown
Setting Address	310-314 Hertford Road, Edmonton, London, N9 7HB
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Registered person	Raj Nagendran
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 good. 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 Day Nursery opened in 1997. It operates from open-plan rooms and is divided into areas for each age group, on the ground floor of a converted three storey building. The nursery is one of five in the Tara Kindergarten chain. It is situated in the Edmonton area of the London Borough of Enfield.

A maximum of 70 children, aged between 3 months to 5 years old, may attend the nursery at any one time. There are currently 51 children aged from 6 months to 5

years on roll. This includes 14 funded three-year-olds and 4 funded four-year-olds. Children attend for a variety of sessions. The nursery supports the inclusion of children with special educational needs. All children attending the nursery speak English as their first language.

The Nursery operates between the hours of 07.30 and 18.00; Monday to Friday for 52 weeks of the year.

There are fifteen part time/full time staff work with the children. Including the Manager, eight staff have early years qualification to NVQ level 2 or 3. Currently three staff are working towards a recognised early years qualification. The setting receives support from a mentor from the Early Years Development and Childcare Partnership (EYDCP).

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a clean environment. Daily routines help to prevent the spread of germs and minimise the risks to children. Children are beginning to understand the importance of good personal hygiene, for example they help themselves to tissues and dispose of them hygienically after use. However, children are not always given explanations as to why they must wash their hands after using the toilet and before meals. Nappy changing practices ensure that children and staff are protected from the spread of germs, as staff wear aprons and use disposable gloves and surfaces are cleaned after each use.

Children enjoy a varied range of activities, which contribute to their good health. This includes daily outdoor activities to enhance their physical development and the provision of healthy snacks and meals. Children move around confidently during physical activities and are developing an understanding of spatial awareness.

All staff hold current first aid certificates. This means that children receive appropriate care and attention if they have an accident. Children are well-protected as the staff are able to demonstrate a clear understanding of the procedures to be followed if a child becomes unwell. There are effective procedures in place to record medication and accidents.

Children are offered healthy and nutritious meals and snacks. Mealtimes are a positive social experience as the children are able to serve themselves using a wide range of utensils, for example ladles, tongs and scoops. This is developing their fine motor skills and co-ordination. All children are offered praise and encouragement by the staff to use cutlery appropriately. Children's independence and self help skills are developed as they are encouraged to assist the staff to set out the cutlery and cups for mealtimes. Fresh drinking water and juice is available at all times and children confidently help themselves. This encourages children to think about their personal needs.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a safe and secure environment. They are able to move around safely and independently, this is a result of thorough risk assessments and the supervision of the staff. Children are beginning to understand the importance of safety issues, for example they are reminded not to run indoors or throw toys. This encourages children to take responsibility for their own safety and the safety of others. Resources and play equipment are safe, well organised and afford children easy access. The children are encouraged to tidy toys away before mealtimes or going outside.

Security within the setting is good. There is a buzzer system in place to prevent unauthorised access to the building. Visitors are required to sign the visitors book and state the nature of their visit. Children and staff regularly practise emergency evacuation procedures. This helps children to become familiar with the routine in the event of an emergency. Fire exits are clearly labelled and free from obstruction. There are effective procedures in place for the safe arrival and collection of children. For example daily registers reflect arrival and departure times and children are only released into the care of a known adult.

Children are well-protected. This is because the staff have a good understanding of the physical and emotional signs, which could indicate child protection issues and the appropriate procedures to follow to record and report any concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children are confident and settled, they respond well to the routines. They greet each other and the staff on arrival. Children are able to move around freely accessing a varied and stimulating range of age appropriate activities and resources, which support all areas of their learning and development. The children relate well to each other. They are beginning to develop good relationships with their peers and the staff.

The staff are using the Birth to three matters framework to support younger children's learning and development. Babies and younger children enjoy warm and caring relationships with the staff. They are given praise and encouragement, cuddles and affection. Babies and younger children have access to a wide range of activities and toys. For example, they enjoy dressing up and looking at themselves in the mirror. The staff adapt activities to meet the needs of all children. For example, babies have access to creative activities at floor level, which is supported by staff. Staff use a play tunnel creatively for example, rolling a ball to a baby through the tunnel and changing the activity to sustain the child's interest. Children have access to a range of cause and effect toys to develop their imagination, thinking and hand eye co-ordination.

Nursery Education

The quality of teaching and learning is good. This is because the staff have a good knowledge and understanding of foundation stage and learning intentions. There are comprehensive planning systems in place, which focus on children's individual learning needs and stage of development. Parents are encouraged to be involved in their children's learning, as simple activities are provided in home nursery books.

Children show curiosity and are eager to come into the nursery. They are learning to show care and concern for others and are supported by the staff to comfort others who may be upset. Children are beginning to form strong relationships with their peers and already firm friendships are being formed as children actively seek out one another. Children's behaviour is generally good and are able to understand the difference between right and wrong. For example, a member of staff asked a child why it is not right to throw toys, the child stated "because I might hurt someone". Children are able to take themselves to the toilet and redress themselves. Children talk about their home life and explain who family members are in their drawings.

Children are able to engage in conversation with their peers and adults. They listen attentively to stories and are able to re-tell familiar stories using increasing detail. For example, a child looking at a book of the Cinderella story said "It is so sad that the ugly sisters were unkind to Cinderella" and "When I grow up I'm going to have a beautiful dress and glass slippers and go to the ball". Children are beginning to recognise letters and numbers. For example, children are encouraged to point to the first letter of their name, name the letter and say their name. All children are able to complete this and some are naming additional words that begin with the same letter. Words and numbers used as labels. More able children are being encouraged to write their own names on their pictures and there is evidence that children over write signs and labels.

Some children are able to reliably count to 10 and are able to chose the correct number to place the date on a wall chart. Staff encourage simple calculation for example, asking children how old they are now and how old they will be next year. Activities do not sufficiently extend children's understanding of weight, shape or size. Daily routines are not always used to extend use of simple maths, colour recognition or problem solving. For example, when children help staff set the table for lunch there is no discussion around how many cups, spoons or forks are needed, what colour or where do they go.

Children are beginning to develop their understanding of the world around them. For example, the children observed road works outside the nursery. Pictures show children looking at the big yellow digger and covering their ears from the noise. The activity was extended and the children drew pictures of the yellow digger, wore hard hats and luminous jackets. They learn about their own culture and beliefs and those of others, through planned activities, appropriate resources and the celebration of cultural festivals. Children confidently use a wide range of resources imaginatively, for example, making dog leads, necklaces and tiara's from links. They have access to a range of information and communication technology including calculators, telephones and fax machines. For example, a child used a calculator as a computer during role play as a doctor and stated "I've got to find out on my computer what's wrong with T".

Children move around confidently and safely negotiating space with control and co-ordination. They work co-operatively in the outdoor play area, taking turns to push one another around on bikes and cars. Children are becoming aware of their own physical needs, for example, taking a rest after running around. They are able to use a wide range of large and small equipment to develop their large and fine motor skills.

Children have access to a wide range of creative and sensory mediums including dough, sand, water, paint and glue. They are able to use these confidently and take care, for example, when painting to remain within the lines. Children's art work is displayed, however more able children are not always encouraged to attempt to write their own names on their work.

Children are beginning to develop their imagination and able to express themselves with confidence. For example, one child stated that she had made a necklace and tiara from links. She told the inspector that she must bow before speaking to her as she was a princess.

Helping children make a positive contribution

The provision is good.

Children and staff come from various backgrounds, which helps them to recognise difference and similarity within society. Children are provided with a good range of resources, which helps them to develop their knowledge and understanding of the wider community. Children are valued and respected as individuals and they are supported by the staff to recognise and value similarity and difference. For example, they discuss the difference in skin colour and tones, hair styles and colour. Children's efforts are praised by the staff and they are developing a sense of belonging through sensitive interaction by the staff. Boys and girls are encouraged to participate in all activities to broaden their range of experiences. The setting supports the inclusion of children with special needs. Children's spiritual, moral, social and cultural development is fostered.

Children's behaviour is generally good and they show care and consideration for one another. Staff give the children clear and concise explanations as to the effect that their behaviour is having on others, which takes into account their age, maturity and level of understanding.

Partnership with parents is good and they have access to the settings policies and procedures. The staff actively seek parents' views about their child's interests and needs to enable appropriate care. Parents are given daily verbal feedback as to their child's progress and there are review meetings held every two months to keep parents informed of their child's learning and development. Several parents were interviewed and all expressed their satisfaction at the care provided, the enthusiasm of the staff and that any concerns, however minor are taken seriously and acted upon.

Organisation

The organisation is good.

Tara Kindergarten Nursery meets the needs of the children for whom it provides. Daily routines help children to feel secure and confident. However, these are flexible and allow for spontaneity. The staff are deployed effectively and understand their roles and responsibilities. There is a key worker system in place, which provides parents with a link person and ensures continuity of care for the children. There is a commitment to on-going training and development. There are effective recruitment procedures in place.

All documentation for the safe and effective management of the nursery is in place. This promotes children's welfare and contributes to the smooth running of the provision

Leadership and Management is good. The manager leads by good example and utilises the strengths of individual staff member well by delegating different areas of responsibility for example special needs and behaviour management. Regular team meetings and individual supervision supports staff development as areas of weakness are identified and further training and support is made available. The manager competently uses procedures for example complaints and disciplinary procedures.

Improvements since the last inspection

At the previous inspection actions were raised to ensure that the premises were maintained to an adequate and comfortable temperature, this now been addressed as there is heating and air conditioning systems in place. The nursery was required to review their medication and accident procedures to ensure that accidents were appropriately recorded and medicines were appropriately stored and dosages were given at correct intervals. The procedures have been reviewed and ensure that children's welfare is safeguarded. An action was raised in relation to risk assessments to enable children under the age of two years to experience outdoor play, this has now been completed and babies and young children have daily access to safe outdoor play. The nursery was required to develop staff's understanding of effective behaviour management. this has been reviewed and children's behaviour is generally good.

Complaints since the last inspection

There have been two complaints made to Ofsted since April 2004. These related to National Standards 1,3, 11 and 13. The first complaint was received on 20 April 2005 and related to child protection, managing children's behaviour and care routines. The concerns related to Standard 13 Child Protection, Standard 11 Managing Behaviour and Standard 3 Care Learning and Play. Ofsted Inspectors made an unannounced visit on 26 April 2005 and informed the Registered Person of our investigation. Ofsted Inspectors focused on Standard 1 Suitable Person and Standard 13 Child Protection.

The Registered Person was asked to provide details of how the setting would protect children from risk of harm. The Registered Person agreed to follow the settings child protection procedure and report back to Ofsted on their progress. Three follow up visits to place to check on the progress of the settings own investigation. The setting took appropriate action to safeguard children from risk of harm. The provider remains qualified for registration.

On 24 October 2005 the provision informed Ofsted and Social Services of a parent's allegation that a member of staff had smacked their son. This related to National Standards 1 (Suitable Person), 11 (Behaviour Management) and 13 (Child Protection). After liaising with an outside agency, Ofsted carried out an unannounced visit on 11 November 2005 to discuss this allegation. No breaches of the National Standards were found. Ofsted asked the Registered Person to let Ofsted have a copy of their internal investigation of the alleged incident. Ofsted deemed the Registered Person's report appropriate and the provider remains qualified for registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

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The quality and standards of the nursery education are good.

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):

- develop children's understanding of the value and importance of preventing the spread of germs through adequate explanation

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):

- provide further opportunities for children to practice and develop their understanding of simple addition and subtraction through daily routines
- extend the programme for communication, language and literacy to include

opportunities for children to practice and develop hand writing skills.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk