



## **Tamba Nursery Ltd**

Inspection report for early years provision

<b>Unique Reference Number</b>	EY265972
<b>Inspection date</b>	15 March 2006
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<b>Registered person</b>	Sheila Poinoosawmy
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	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](http://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?

Tamba day nursery opened in August 2003 and operates from a large detached house in Ilford. The day nursery is situated close to Ilford train station and the shopping centre is a short walk away. A maximum of 52 children may attend the nursery at any one time. The day nursery is open each week day from 08:00 am to 18:00m for 52 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 54 children aged from three months to five years on roll. Of these 23 children receive funding for nursery education. The nursery currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 20 staff, 16 of the staff, including the manager hold appropriate early years qualifications three staff are working towards a qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children learn the importance of good personal hygiene through well-planned routines. They know that they need to wash their hands after using the toilet and staff explain that they need to wash their hands to remove the germs before cooking. Good procedures, such as, staff wearing disposable gloves for nappy changing and for preparing and serving food sustain good levels of hygiene and help reduce the risk of cross contamination.

Good procedures for sick and infectious children help prevent the spread of infection and keeps children healthy. Children who may be affected by accidents and emergencies are protected by the many staff that are qualified to administer first aid. First aid boxes are readily available and suitably stocked with the required supplies. Parents give written permission for staff to seek emergency advice or treatment; helping to keep children well protected. Written Consents to administer medication are obtained to ensure children receive the correct dosage according to their needs. However, not all details are systematically recorded.

Children are beginning to understand the benefits of a healthy diet and making healthy choices. Drinks are offered regularly throughout the session and children know they can ask for a drink when they need one. Children learn which foods are good for you through themes and chats around the meal table. Consequently, children develop a positive attitude to healthy eating. Staff work in partnership with parents to meet children's dietary needs. Children benefit from a healthy diet. All meals provided are vegetarian and comply with special dietary and cultural requirements to ensure children remain healthy.

Children enjoy frequent opportunities for physical exercise. They join in well with rhymes and ring games. They begin to understand that exercise affects their bodies as they run around the paved area and negotiate obstacles on the ride-on toys. They move spontaneously and with confidence in the available space.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children are cared for in a well-organised, but tired and worn environment, where risks to children are limited through good safety and security procedures. Risk

assessments are completed regularly and safety checks are made at the start and end of the day. Staff consistently explain safe practices, such as why children need to walk down the steps one at a time. Activities such as road safety helps children recognise the importance of keeping safe when using the roads and helps children learn to take responsibility for keeping themselves safe.

Children have a pride in the environment they are keen to keep it tidy by helping to put resources away when they have finished playing with them. They fetch the dust pan and brush when sand gets spilt on the floor and brush up the sand " to stop children slipping" Children take part in regular fire practices and both children and staff are familiar with evacuation procedures. This means they will be able to act quickly in an emergency.

Children select activities from a wide range of developmentally appropriate resources, which meet safety standards. These are organised effectively in labelled storage containers at an accessible height to help children to make choices and encourage independence. However, the books are looking tired and rejected, many have pages torn and their spines are broken. In the baby room soft furnishings and cushions provide a safe environment for babies to crawl and toddle.

The welfare of children is appropriately safeguarded, as staff have a sound knowledge and understanding of the procedures to be followed in the event of child protection concerns. However, young children's welfare is not as well protected in the baby room when babies are settled to sleep in bouncy cradles rather than their cots and are sometimes monitored when sleeping by unqualified staff.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Play and learning is mainly child-led as children can self-select resources and make their own choices of activities. Staff offer support during focused activities, and interact with children to enhance their learning when appropriate, but they do not disrupt or dominate their play. Children know exactly where the equipment is and fetch it for satisfying free play. When they have finished they return the equipment to the same place, so that other children can also find them easily. Many children care for their own personal needs well, for example, regarding toileting and hand washing. The environment is well organised, and resources are arranged systematically in order of difficulty at a low level, so that children can access them easily. Children's learning and development is promoted because the staff have a sound knowledge of child development. They use the Birth to three framework successfully to guide their planning, they are aware of children's individual learning and are therefore able to provide opportunities and activities to promote development.

The quality of teaching and learning is good.

Staff have a secure knowledge of the Foundation Stage and a good understanding of how young children learn and progress. Consequently, children are making good progress towards the early learning goals. Planning is good, links clearly to the stepping stones and provides clear guidance for all staff to ensure a wide range of

activities and experiences are provided for children to extend their learning in most areas. Staff use good methods to maintain children's interest, sitting with children, asking questions and offering support when needed. Assessment is thorough and good use is made of observations to inform records and help staff plan for the next steps in children's learning.

Behaviour is well-managed and this results in a calm and caring environment for children. Monitoring procedures are effective and are used well to evaluate and improve the quality of teaching. Generally staff offer appropriate individual challenge through good questioning and good use of resources but, sometimes opportunities are missed to provide additional challenge the more able children.

Children develop good relationships with staff and each other, as they take turns and work together well in small and large group activities. They show concern for others as they play, making sure their friends are included in the game. Children interact well and chat enthusiastically about their learning. Children's social skills are developing well; they are keen and eager to join in the activities, asking questions to learn more, showing curiosity. Children show high levels of concentration and become engrossed in the activities provided, confidently suggesting new ideas, co-operating well and sharing their feelings. They listen well at circle time sharing their experiences and planning what they are going to do next. They understand that print has meaning and make marks freely throughout their activities. Children routinely make marks on their own work; some four-year-olds are enthusiastic about tracing and writing their own names. Children's vocabulary is developing well and staff introduce new words at every opportunity during practical activities.

Children are beginning to understand that text has meaning as they handle books independently. Children hold the books correctly and pretend to read stories to each other. Children count confidently up to and above 10 throughout the day. Older children are beginning to develop the use of mathematical ideas to solve problems in planned activities. For example, they recognise the need to add more liquid to get rid of the lumps when making pizzas.

They use mathematical language with confidence, talking about shape, size, position and quantity during cooking activities and as part of their play. Children build and construct with imagination and skill. For example, the children chose to play with stickle bricks and build perfectly formed planes and faces. They use everyday technology well and are developing sound computer skills, choosing programmes and using the mouse with increasing control. The computer is not readily available for children to use it to support their learning. Children have a good sense of time and place, as they recall past events and activities. They use their imaginations extremely well during role-play, they delight in expressing their imagination as they pretend to wash each other hair, place rollers in it and use the hair dryer to imitate what they know about the role of a hairdresser.

### **Helping children make a positive contribution**

The provision is good.

Children enjoy positive relationships with the staff and with each other. Children from

a variety of ethnic backgrounds and children with special needs are warmly welcomed in the setting. All children are valued and respected as individuals and their confidence and self-esteem is developed well by staff that use a broad range of techniques to promote self worth. For example, children take turns to be helpers of the day. Sticker charts are used successfully to promote good behaviour they also provide a visual display of children's achievements. Children receive lots of praise and encouragement on arrival and during their play. They are sensitive to one another, for example, children show concern when their friends get upset. They learn to take care of living things as they follow the life cycle of the caterpillar using the book the Hungary caterpillar to guide them.

The setting's policies promote inclusion for all children. All children are welcomed into the nursery. Good support is provided for children with special needs and their needs are met well. Effective systems are in place to support children who have special needs or speak English as an additional language ensuring close liaison between practitioners, parents and outside agencies. However, children have few opportunities to see the written word in any language other than English.

Children behave well, they learn to take turns and share resources and most manage to play well together showing a good understanding of what is expected of them. They respond positively to boundaries set by staff. This positive approach fosters children's spiritual, moral, social and cultural development.

Sound relationships between practitioners and parents help children to develop their sense of assurance within the group. Parents are informed about the nursery through information in the parent pack, monthly letters and information displayed on the notice board. The parents forum helps them feel confident to raise concerns. All concerns are taken seriously, recorded in the complaints log and parents are informed of the outcome. Children's individual needs and routines are discussed and recorded a daily exchange of information, using diaries and informal chats keeps parents informed of their child's well-being and progress. The partnership with parents of children who receive nursery education is good. They receive detailed information on the educational programme provided for their children and children benefit from a two way sharing of information between parents and staff to enhance their learning.

## **Organisation**

The organisation is good.

Children benefit because practitioners work well as a team and are clear about their roles and responsibilities on a day to day basis. Good communication and team work ensures the nursery runs smoothly and outcomes for children are well promoted. As a result, the setting meets the needs of the range of children for whom it provides. Practitioners have a good understanding of the policies and procedures within the group and implement these effectively to promote children's welfare, care and learning. All required documentation regarding the care of children and the operational plan for the nursery is in place, readily available for inspection and stored in a confidential manner. The owner of the nursery ensures practitioners are suitable

to work with children, through clear procedures for the recruitment, appointment and induction of staff. Ratios are adhered to; however the deployment of staff is not always effective over the lunch period.

The leadership and management of the setting is good.

The owner plays an active role in the nursery, providing good support for the whole staff team. Clear roles and responsibilities are defined, ensuring that procedures are followed to protect the children and the staff effectively. The staff team work closely together providing an exciting environment for all the children. The manager and staff team review and evaluate routines and daily activities to ensure they work well. Children benefit from the experience and qualifications of the staff team because the staff have a clear understanding of their individual needs. Clear guidance is given by the management to ensure that the educational programme is delivered effectively and regular monitoring takes place to ensure that all children progress well.

### **Improvements since the last inspection**

not applicable.

### **Complaints since the last inspection**

There have been three complaints made to Ofsted April 2004.

Concerns were raised on the February 2005. The concerns raised were related to the poor quality of care offered to children. The concerns related to National Standard 3 Care, Learning and Play, National Standard 8 Food and Drink and National Standard 7 Health. The registered person was asked to provide details of: Background information, Nature of complaint, What they found, Conclusions and what action taken or that they intend to take including action to improve practice. No evidence was found that the National Standards has been breached. The provider remains qualified for registration.

Ofsted received an anonymous concern in December 2005 regarding staff turnover, quality of food provided, poor hygiene standards, organisation and alleged racism. This concern related to National Standards 1 (Suitable Person), 2 (Organisation), 7 (Health), 8 (Food and Drink) and 9 (Equal Opportunities). Ofsted carried out an unannounced visit on 10 January 2006. These concerns were investigated by means of observation and discussions with the registered person and members of staff. No breaches of national standards were found and the provider remains qualified for registration.

Ofsted received a concern in January 2006 regarding staffing levels and qualifications. This concern related to National Standard 1 (Suitable Person) and 2 (Organisation). Ofsted carried out an unannounced visit on 14 February 2006 to discuss this concern and the following action was set: Forward to Ofsted an action plan detailing how the provision is managed. Ofsted judged that the provider's response was 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

## **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 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 sure all the required information is accurately recorded on medication consent forms.
- improve safety for the youngest babies by ensuring they sleep in cots.
- make sure that the books available to children are in good condition and reflect the community languages.
- make sure that staff monitoring sleeping babies are suitably qualified.

#### **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):

- make sure children have regular opportunities to use ICT to support their learning.
- make sure activities provide sufficient challenge for the more able children.

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](http://www.ofsted.gov.uk)