

Tuffkid

Inspection report for early years provision

Unique reference number

EY216919

Inspection date

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Inspector

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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

Tuffkid is a private nursery run by the Kisharon Charity Ltd. It operates from a converted house in a residential street in Golders Green, in the London Borough of Barnet, and serves the Orthodox Jewish community. The nursery is open each week day during term time between the hours of 9.00am and 1.00 pm It is registered on the Early Years Register to care for a maximum of 26 children at any one time. Currently there are 24 children on roll. The nursery actively promotes the integration of children with special educational needs and/or disabilities and also supports children who are learning English as an additional language. The nursery employs seven staff including the manager, deputy and administrator. All hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Overall, children are making excellent progress in all areas due to the highly effective planning and monitoring of their achievements. The staff team is highly dedicated and provides an excellent provision which is exemplary in fostering children's learning and development. Strong links with parents, local schools and other agencies ensure that all children are supported effectively. Excellent leadership and management ensures that reflective practice is an integral part of nursery life. This helps staff to maintain exceptionally high standards and consistently strive to improve even further.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extending opportunities for children to practice writing in imaginative contexts.

The effectiveness of leadership and management of the early years provision

Safeguarding children is of the utmost priority to the management and staff which ensures that all children are able to thrive in a safe and secure environment. This is strengthened through the staff's understanding of their responsibility to record and report any concerns in line with the Local Safeguarding Children Board procedures. All staff have a secure knowledge of the signs and symptoms of abuse and neglect and consistently ensure that any existing injuries, accidents and

medications administered to children are immediately and accurately recorded. All persons working at the nursery undergo rigorous vetting procedures to ensure they are suitable, highly efficient in their role and demonstrate a genuine love for children. In addition, all the required documentation, policies and procedures, plus many additional records, are meticulously implemented. This enables parents to feel totally comfortable leaving their children in the care of staff that they trust completely. Highly effective and well-documented risk assessments significantly contribute to this as children are kept safe indoors, outdoors and on outings. The staff team is extremely enthusiastic and strongly motivated to continually develop and increase their knowledge and skills. Staff use extensive self-evaluation to identify their strengths and weaknesses and actively seek the opinions and views of children, their families and other professionals. This enables them to provide an exceptionally high quality, fully inclusive service that benefits all the children. The management has extremely high expectations to provide an exemplary service for families and is relentless in the drive to maintain continuous improvement.

The nursery has excellent systems in place to ensure a consistent, two-way flow of information with parents. This is successfully achieved through daily discussions, extremely detailed written information, phone calls, and parent meetings and displayed information. In addition, newsletters include a wide range of information for parents on all the six areas of learning and the activities that are taking place in the setting. Parents comment that they especially value the support that staff give children in recognising and valuing their culture and heritage. Children value and respect people's differences through the celebration of traditions and festivals and regularly access resources which positively reflect race, gender and disability. They have many visitors that represent their local community and also different cultures. For example, visits from a doctor, a dentist and the fire brigade make a positive impact on children's understanding of the services in their local community. They enjoy visits from a Jamaican duo, 'Spud and Yam' who sing songs and talk about Jamaica and welcome visitors from Brazil who talk about the rain forest. Additionally, children are developing an awareness of those less fortunate than themselves as they participate in raising funds. The nursery fully acknowledges the importance and value of effectively utilising all resources, including visitors, such as police officers. Extremely high quality equipment is in abundance and any additional equipment is purchased in full consultation with the children to ensure it is relevant, of interest and enables children to be highly effective in contributing to their own learning. Staff work closely with local schools and other early years settings to ensure that continuity of care is promoted highly effectively.

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

The staff team has a thorough understanding of the Early Years Foundation Stage and is extremely successful in promoting the outcomes for children. Consequently, all children make outstanding progress in their learning and development. The staff team are highly passionate about providing the best possible start for all children and firmly believe that there should be no barriers to learning. At the point of entry, children's starting points and many records of home activities and

achievements are shared with parents. This ensures that parents and staff work exceptionally well together, enabling all children to reach their full learning potential at their own pace and in their unique way.

Highly effective systems are rigorously implemented to ensure that staff sensitively observe and assess the children. Continually tracking their progress towards the early learning goals ensures that children are set achievable challenges in highly enjoyable ways. Staff use their extremely secure knowledge of what children know and can do to successfully foster children's learning and plan the next stages in their development. Staff have an excellent knowledge of how to progress children's learning. For example, the setting has introduced an exciting new planning system that individualises learning for every child in the setting. They use 'learning stories' that capture everyday moments of children engaged in activities. Observations and photographic evidence are presented on large pieces of paper and made into a learning story. This is then shared with parents and children, who are encouraged to make extra comments which are used to inform future planning. This system allows staff to plan chiefly on children's interests and ensure parents are fully involved in their children's learning.

Children are developing an amazing awareness and understanding of the natural world and their local community. Following a visit from a man who made bubbles, the staff planned highly innovative activities to extend and ensure continued learning enabling the children's interest to flourish. For example, the children played with soap suds mixed with powder paint as they thoroughly enjoyed filling up their containers and blowing bubbles with straws and talking about the 'air' that was inside the bubble. Children's creativity is strongly encouraged as they draw and paint pictures and also as they make up stories about going to birthday parties. All the children take part in exciting activities that encourage their interest in wild life and life cycles. They watch ducklings grow, observe butterflies and make meaningful displays of their understanding of natural materials. For example, the children have cut out their foot prints and stuck them onto real mud and grass as they learn about measures and the number of foot prints they made.

Staff promote healthy eating highly successfully as they discuss diet and exercise and help children to grow plants in the garden. Children then use all the fruit and vegetables to make delicious soups and salads that they can enjoy. Children have remarkable opportunities that teach them about how food is made and where it comes from. For example, they experience squeezing olives and making olive oil with simple machinery. Children really understand the many benefits of fresh air and exercise and the impact on their body. They also have access to a soft play room. They state that exercise is good for them, that it makes their muscles work and know that eating healthily, resting and sleeping are also important to keep them strong. This understanding is significantly enhanced by many activities, such as regular music and movement activities, and regular visits from a physiotherapist. Children understand the importance of using tools correctly and carefully cut with scissors taking great care to pass them safely to their friends. Whilst playing in the nursery, all the children tidy up independently as they finish with their toys, and know that it is unsafe to leave them on the floor, as others may slip. Therefore, they are developing an outstanding awareness of how to keep themselves safe.

The key person plays a significant role in children's learning and spends lots of one-to-one time talking and doing activities with them. This promotes very high levels of self-esteem and ensures children feel exceedingly valued and special

which inspires them to learn. The children make exceptional progress in all areas of communication due to excellent interaction from staff. Older children are developing an excellent understanding of phonics and use these to spell and write their names. Staff actively encourage children to listen to the sounds of the word and think about what sound it begins with. Children are regularly encouraged to mark make and write but this is not always consistent. Children have outstanding concentration skills. They sit quietly, paying attention to stories in the dedicated book corner where they enjoy selecting books and enjoy listening to their favourite stories.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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