

Tamba Day Nursery Ltd

29 Mansfield Road, Ilford, Essex, IG1 3BA

Inspection date	27/09/2012
Previous inspection date	07/12/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are lively and confident and enjoy attending this welcoming nursery, where staff have a good understanding of the Early Years Foundation Stage and how children learn.
- Well-established routines ensure children feel safe, behave well and are confident to select tasks and join in activities with adults and other children.
- Effective partnerships with parents help to support children's welfare and learning.
- The management team monitors the nursery effectively, including over-seeing the provision for children and encouraging the staff team's professional development. The team identifies accurately areas that need further improvement and strives to address them.

It is not yet outstanding because

- The system for monitoring the achievement of groups of children, such as those below expected levels of development, is not long established and does not show how it is helping to improve progress for those groups.
- Staff miss some opportunities during activities to further promote and build on children's communication and language skills.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed children's play and staff interaction, indoors and outside.
- The inspector and a nominated senior practitioner undertook a joint observation of a teaching activity.
The inspector examined documentation including a representative sample of
- children's records, evaluation documentation, display materials and staff suitability records.
- The inspector talked to staff and held a meeting with the manager of the provision.
- The inspector took account of the views of parents and carers spoken to on the day and information included in the self-evaluation form.

Inspector

Clair Stockings

Full Report

Information about the setting

Tamba Nursery Ltd was registered in 2003 and is a privately owned full day care provision. The nursery operates from a large Victorian two storey house in Ilford in the London Borough of Redbridge. On the ground floor there are three playrooms used by

babies and toddlers and children's toilet facilities. On the first floor there are four playrooms used by pre-school children and further toilet facilities. There is access to an enclosed outdoor area. The nursery is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The nursery is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. There are currently 44 children on roll aged from three months to four years. The nursery also provides out of school care for children from five years to under eight years during school holidays. The nursery receives funding to provide early education for children aged three and four years. A total of 17 staff work with the children, of whom 15 hold appropriate early years qualifications.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- staff miss some opportunities during activities to further promote and build on children's communication and language skills.
- improve teaching strategies to help develop children's communication and language skills further by a) introducing new words in the context of play and activities; b) helping children expand on what they say, introducing and reinforcing the use of more complex sentences.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are welcomed into the friendly and warm environment where they show that they feel safe and secure. They explore and play displaying good levels of independence and demonstrate a positive and enthusiastic attitude towards learning. Staff have a good understanding of the learning and development requirements. They observe the children's individual progress and record their development in their profile folders. They use these to plan and provide a varied range of indoor activities and experiences, taking into consideration the children's individual interests and ideas. All children receive strong support to develop good attitudes and skills to learn effectively. Staff skilfully give babies and young children the space and time to explore what they are interested in so that, when older, they concentrate and persevere in their learning. The planned, next steps for pre-schoolers are particularly well focused so that children moving on to school have good social and learning skills.

The well resourced indoor environment is organised effectively, creating an accessible environment where children access a developmentally appropriate range of toys and resources covering the seven areas of learning. Children are inquisitive and active learners as they take part in a broad range of activities. For example, babies, supported by

attentive staff, clearly enjoy the sensory experience of using their fingers to make marks on paper with paint. Toddlers energetically develop their physical skills outdoors playing with balls, climbing and crawling through the tunnel. Older children are becoming skilled at using the nursery's computer. They confidently turn on the programme they wish to access and use the mouse to negotiate the pages.

Staff promote children's communication and language skills well through the broad range of activities offered. For example, young children eagerly join staff in spontaneous singing of songs and rhymes. Staff extend children's listening and responding when reading from a story book with the skilful use of additional props. However, opportunities are missed during the daily routine to develop children's vocabulary further. For example, during snack time children are not always encouraged to informally talk to their peers and to staff. Accessible writing materials provide all children with opportunities to practise their early writing skills. As children grow and develop, they start to write recognisable letters during their play experiences, with some of them also able to confidently identify and select some of the letters to spell out their name.

The contribution of the early years provision to the well-being of children

The nursery's care practices well support children to feel emotionally secure, and effectively help children to be physically, mentally and emotionally healthy. Staff offer home visits to welcome and support families and share information about children before they start at nursery. Staff establish trusting and meaningful relationships with children during 'settling-in visits' before parents leave them for their first full day. When the time comes arrangements for ensuring younger children's smooth transition to the pre-school room is also individually tailored to minimise separation anxiety. Babies enjoy snuggle times with their key person. Interactions between them show clearly that they feel safe and secure. As a result, all babies and children form close bonds and secure emotional attachments to their carers. Children confidently seek staff out for reassurance when needed. They have a positive approach to new experiences, as well as organised routines that help them to feel secure and confident. Staff provide lots of praise and encouragement as children play.

The nursery's consistent, effectively thought-out systems for caring for children, results in children being happy. Children concentrate and persevere as they enjoy their activities, including those that they develop for themselves and those led by adults. Children respond well to the clear boundaries set for them. Children learn about the needs and feelings of others through sharing, taking turns and helping others. Very young children hear gentle reminders to say 'please' and 'thank you'. Older ones are particularly well mannered and their behaviour is good, as the staff share consistent expectations and set a good example themselves. Children willingly take on responsibility, for example tidying away equipment before moving indoors and helping to lay the table in preparation for lunch.

Staff support children's good understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Nutritious meals, which include fruit and vegetables, are provided. From a young age, children explore how to fasten clothing,

including shoes. As a result, older children achieve good independence in hygiene and managing their personal care. Children benefit from regular fresh air and exercise during outdoor play. Children's understanding of safety is threaded through the daily routines. For example, learning that resources such as sand must be used with care, simple tools used safely and rules followed when going outside. They learn about safety through regular fire evacuation practice. Complying with these expectations and learning self-care skills means children enjoy their pre-school experiences and have some good skills to underpin their eventual move to school.

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

Procedures for safeguarding children are good as staff evidently understand their responsibilities and are fully aware of the procedure to follow should they have a concern. Robust vetting procedures ensure suitable staff are recruited and induction procedures support their developing knowledge of the setting's policies and procedures. Staff have regular safeguarding and first aid training. They understand their responsibilities to provide safe play environments for children, which they do. They carry out regular risk assessments and daily safety checks so that children can safely play in all areas of the nursery.

The manager demonstrates a good understanding of the Early Years Foundation Stage and her responsibility to promote the learning and development of all children. She monitors the levels of planning and assessment in each room to make sure these are compatible, consistent and display an accurate understanding of all children's skills, abilities and progress. Although not yet fully established, a learning tracking system is in place, which the manager uses to monitor every child's progress. This checks that all children achieve well and no child or group of children falls behind in their development.

Management monitor staff performance through appraisals and informally through observation and working alongside the staff. As a result, there is good attention to staff development and an expectation that staff both attend courses regularly and gain additional qualifications. The manager provides a positive model for this. Staff apply their new skills and understanding well to promote children's learning and development in all areas. Children benefit from the strong leadership and management who have high aspirations and a clear vision to provide good quality care and education to all children who attend.

Good levels of self-evaluation value and take into account the views of staff, children and their parents. The information is used to improve and develop policies, practice and procedures. A questionnaire is sent out to parents at least annually asking for their views about the nursery. The responses from these are then analysed by the senior management team and any issues raised are acted upon as necessary. Since the previous inspection the nursery has worked hard to address weaknesses and has successfully implemented the recommendations made. The manager works closely with several support staff from the local authority, actively seeking advice and acting on it to improve

the provision.

The effective key person system enables staff to establish close working relationships with parents from the onset, in order to secure continuity of children's care. Effective procedures have been established to work with parents and as a result, parents speak highly of the care and learning their children receive. An informative parent's pack, along with displays of important information, means that parents are well informed about the nursery from the start. They are kept up to date about their child's learning through daily verbal feedback and photographic displays, newsletters and written activity planning. Specific parent consultation times also take place during the year, when parents are invited in to the nursery to formally share their child's progress in nursery and at home. Parents are made to feel involved in the nursery and are able to share and contribute to children's written developmental records.

Links with other providers are in place and continue to be developed to further aid children's progress and development. The partnerships with schools that children move onto means that transition process is smooth. Information sharing is effectively conducted. This supports and eases the transition process for the children.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an

acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children’s learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY265972
Local authority	Redbridge
Inspection number	814588
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	57
Number of children on roll	44
Name of provider	Tamba Day Nursery Ltd
Date of previous inspection	07/12/2009
Telephone number	0208 553 1513

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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