

Tamba Day Nursery Ltd

29 Mansfield Road, Ilford, Essex, IG1 3BA

Inspection date	09/01/2013
Previous inspection date	27/09/2012

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 make good progress as staff have good knowledge of each child and support them well in their learning and development.
- Children are safe and secure and their well-being is fostered as staff have a good knowledge and understanding of the policies and procedures to ensure the smooth running of the nursery.
- Communication and relationships between staff and parents is effective.
- Management monitor staff practice and prioritise areas for improvement; they demonstrate a strong commitment to making continuous improvements to the nursery.

It is not yet outstanding because

- Opportunities for children to make independent choices are not always consistent due to the organisation of some resources.
- Staff do not consistently ask children open-ended questions during their play so they can think for themselves.

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 in all the playrooms and listened to their views.
- The inspector and manager conducted joint observations in the babyroom, pre-toddler and toddler room.
- The inspector spoke to parents and listened to their views of the nursery.
- The inspector reviewed all documentation relating to the children's learning, risk assessments and staff files.
- The inspector discussed all points of improvement with the provider.

Inspector

Lynn Wordsworth

Full Report

Information about the setting

Tamba Nursery Ltd 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 49 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 two, three and four years. A total of 16 staff work with the children, of whom all 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:

- develop the organisation of resources to help children to choose their activities - what they want to do and how they will do it
- improve the use of open-ended and carefully framed questions, such as "How can we?" or "What would happen if?" to consistently help children learn to solve problems and think for themselves .

Inspection judgements

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

Children are making good progress in their learning and development. This is because staff have good knowledge of the learning and development requirements. They seek good information about the children starting points so they can plan purposeful activities. Regular communication with parents provides them with good information of how to support their children at home. Children are working in line with their expected level of development. Staff plan for each child in the setting using observations to identify their progress and next steps are linked into planning.

Staff work hard to provide an enabling environment for children and all equipment is of a good quality. Staff help children to prepare for school, for example by linking letters to sounds and helping them to develop their social skills. Pre-school children make clear communication throughout their play, they talk about themselves confidently, they say, 'my hair is long and shiny and I brush it with a comb'. They use a range of media to make patterns, taking turns and sharing. Children learn about technology and use cameras to take pictures so they can review their work. They enjoy looking at picture books listening to the story promoting their literacy and love of books. Children use the technological resources and they are developing good skills to manipulate the mouse and work through

programmes. Children therefore develop good skills for the future.

Toddlers use their imagination talking about their frog in the sand, role-playing and counting in sequence. Toddlers enjoy playing games. However, staffs questions are often closed and do not provide opportunities for children to think for themselves. Younger children use their physical skills and enjoy pushing their cars over wooden planks and they even slide down themselves. However, children are unable to think for themselves and make their own choices as the resources are set up by staff. Children are helped to understand their world through practical experiences and role-play. Toddlers are developing good control of pencils as they practise early writing skills. Children develop an awareness of letter formation and talk about how they go 'up, down and around' to form the letter b. There are good examples of written text in all areas of the nursery to develop children's awareness of print, such as using print to enhance displays.

Children who speak English as an additional language are supported well into the nursery as many staff are bilingual. Staff use key words in their first language and monitor their development closely. This means children continue to develop their home language as well as English.

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

Staff establish trusting and meaningful relationships with all children and this makes children feel safe and secure. All children have a key person who supports them in settling in and parents are able to spend time in the room to help with the transition. Each key person observes their children and gathers information from parents about children's welfare, likes and dislikes. Consequently, they meet each child's individual needs. Staff are kind, polite and consistent in their management of children who demonstrate a good ability to manage their own behaviour. Staff have high expectations of children and recognise their capabilities. Children enjoy being the 'mealtime helper'. Children are encouraged to take responsibility and tidy up. Children form strong friendships in the nursery and comfort those who may be a little upset. Staff in the baby room continually talk to babies and good eye contact aids the development of a supportive bond.

Staff monitor children' health and development and all required documentation to support children's well-being is in place. Children move freely between the indoors and outdoors so that they receive plenty of fresh air. They have a good range of physical equipment to challenge their physical ability. People from the community regularly visit. For example, a dentist explains the importance of healthy teeth.

The cook's nutritionally well-balanced daily diet of snacks and meals encourages children to adopt healthy eating habits. Children serve themselves dinner and pour their drinks, displaying high levels of confidence in their self-help skills. Children understand the importance of healthy foods; they say 'vegetables make you strong'. Children have free access to water throughout the day so they do not become thirsty. Staff help to settle children as they drift off to sleep and those who are less tired quietly look at books.

Staff foster children's emotional development well as they are supported with transitions to help them with life changes such as school. This is because the setting liaises with local schools to promote a smooth transition.

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

The management team and staff have a clear understanding of the requirements of the statutory framework for the early years foundation stage. Arrangements for safeguarding children are good. All areas of the nursery are risk assessed. Prompt action is taken to eliminate any hazards, Consequently, children can explore their surroundings safely.

The provider places a high priority on protecting children's welfare. Staff have a good understanding of child protection and know what to do if there is a concern. There are robust procedures in place for recruiting and vetting suitable staff. Good development of staff results from regular appraisals and reflection so they contribute towards their professional development. Staff have regular training, such as food hygiene, safeguarding and paediatric first aid.

The provider's robust evaluation process takes into account the views of parents, children and staff. This enables her to make continuous improvements to the setting. For example, lighting is in place in the outside forecourt. Planning and delivery of the educational programs is well monitored and peer observations improve staffs practice. Staff have worked hard to perfect their systems for carrying out observational assessments to support them in completing the newly required developmental checks on all two-year-olds. Management takes an active role in the inspection process as they recognise the weaknesses and are very committed to driving improvement.

Effective analysis of children's progress highlights potential gaps in their learning which enables the provider to address these promptly. The special needs co-ordinator has a good understanding of partnership working. She monitors the playrooms to ensure all activities are inclusive and offers support to staff if they have any concerns about children's learning and development.

Parents express their positive views of the staff, appreciating the daily feedback of their child's day. They receive home visits from staff and this supports their child during the settling in time. Staff work closely with the parents, setting learning goals so parents can achieve these at home. Parents make a good contribution towards the children's learning journals. This enables children's learning and development to be consistent.

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	899962
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	49
Name of provider	Tamba Day Nursery Ltd
Date of previous inspection	27/09/2012
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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