

Tam's House

50 Bouverie Road, LONDON, N16 0AJ

Inspection date

Previous inspection date

04/02/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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 happy and content as they confidently play and learn in the stimulating environment.
- Children are developing good independence skills and enjoy helping staff to plan teatime and lunch time routines.
- Children are confident to express their ideas as staff take time to listen to children and continually engage them in conversations. This in turn supports children to develop good language and communication skills.
- Both babies and older children demonstrate that they have developed secure and warm attachments with their key person. Therefore, children demonstrate that they feel secure and comfortable in their environment.
- Staff value working in partnership with parents. Parents demonstrate that they are extremely happy with the care and learning opportunities available to their children.

It is not yet outstanding because

- Staff do not provide consistent opportunities for babies to explore their senses when they are playing in the outdoor learning environment.
- Staff are yet to extend their partnership working with local schools so that smooth transitions are fully embedded for all children moving onto school.

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.

Inspection activities

- The inspector observed children's play and staff interaction, both indoors and outside in the garden.
- The inspector and manager undertook a joint observation of a lunch time session.
- The inspector talked with staff from each room, and held meetings with the manager of the provision.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.

Inspector

Siobhan O'Callaghan

Full Report

Information about the setting

Tam's House Montessori Day Nursery opened in 2012 and is a privately-run provision. The Montessori philosophy of learning is followed in conjunction with the Early Years Foundation Stage learning and development requirements. The nursery operates from a converted Victorian house which has been adapted to meet the needs of young children. Children have access to two playrooms on the first and middle floors of the home.

Children have access to an enclosed garden on the ground floor. There are cloakroom facilities easily accessible for the older children and changing facilities both in the babyroom and in the main bathroom. The nursery is situated in Stoke Newington in the London Borough of Hackney. The nursery serves the local and wider community and is open for 50 weeks of the year. The setting is open Monday to Friday; from 8am until 6pm. Children may attend two or more days a week with some children attending full-time.

The nursery is registered on the Early Years Register and receives funding for the provision of free early education for three and four-year-olds. There are currently 23 children aged from nine months to under five years on roll. There are six members of permanent staff working with the children; this includes a chef. The manager holds a Montessori teacher qualification at Level 4. The majority of all other staff hold relevant 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:

- provide opportunities for babies to use all of their senses when playing in the outdoor learning environment
- develop further the partnerships with local schools to support the smooth transition for children moving onto school.

Inspection judgements

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

Children are happy and engaged as they clearly enjoy learning in this calm and purposeful environment. They enthusiastically interact with the staff team who are skilled in their teaching strategies. For example, children are excited to recall their recent trip to St Pancras station which links into their current topic 'transport'. Staff ask children open-ended questions to make them think and to consider alternative means of transportation. Children are excited to share their ideas and discuss how they travel to and from nursery. This discussion is extended by staff who introduce the concepts of travelling by boat. Children are eager to express their own experiences of travelling on a ferry and on a sailing boat; while staff discuss that some boats are for transporting cargo only. These opportunities help to broaden children's understanding of many concepts including how different modes of transport move and what is needed to help them to get to their

destinations. Children are developing a good knowledge of the wider world and of their local community through the staff's good planning and skilful teaching.

Children are making good progress across all areas of learning as staff effectively plan around their individual interests. They carry out regular observations of children's achievements and link these to the Development Matters for the Early Years Foundation Stage guidance. Staff use this benchmarking tool to record clear next steps for individual children to ensure that they are being challenged and supported to make suitable progress. Staff in the baby room are duly focused on meeting their very specific needs. They ensure that babies' individual home routines are promoted and that they receive appropriate challenges in their learning. For example, young babies love to climb up and down the exciting apparatus in their room which helps them to develop competent physical skills. Staff also ensure that babies have daily opportunities to get fresh air and play in the garden. However, babies do not currently have consistent opportunities to explore a variety of exciting experiences to promote their senses whilst they are in the garden area. This does not further support their enjoyment and their understanding of their natural environment.

Older children are developing many valuable skills that will support their learning when they move onto school. For example, children are able to independently write their names and recognise familiar letters and words in their environment. Children demonstrate good concentration and listening skills as they enjoy story and discussion times. Children have developed positive relationships with both the staff and their peers. They enjoy being helpful and respond positively to praise. Discussions with parents demonstrate that they value the quality of learning experiences offered to their children. Parents feel well-informed about their children's progression and enjoy opportunities to attend meetings with their children's key person. Parents' comments include, 'I have been so impressed by the quality of the care and learning provided for children' and 'I am so shocked how my child's learning has progressed; they are doing so well and we are so proud.'

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

Children are very happy and settled because the staff team create a safe and secure environment where children are supported to thrive. This means all children including babies are confident to try new experiences. Babies enjoy sitting with their key person sharing books and finger puppets. During singing and movement sessions with the older children babies show their appreciation as they move their bodies to the music. It is evident that babies have formed strong relationships with their key person as they enjoy cuddles and positive interactions. Discussions with parents reiterate this positive practice. Parents say that the 'nursery staff go above and beyond to meet the children's individual needs.' Parents also share their great appreciation for the detailed daily diaries that are completed by staff. They share that these keep them well informed of all aspects of their children's care and learning. Parents enjoy contributing towards these positive means of communication which support their children's overall emotional well-being.

Children are developing polite and respectful behaviour as they follow the very positive role models of the staff team. Children are given consistent messages with regards to behaviour expectations and this in turn supports children to role model positive behaviour to one another. For example, children are quick to remind each other of the importance of sharing and being kind. Children are developing many important self-care skills as they know why they must wash their hands to maintain good personal hygiene. Older children put their hands over their mouth when they cough and discuss that they must not pass on any germs. Children demonstrate that they have healthy appetites they enjoy mealtimes where they are offered wholesome vegetarian meals. Staff teach children, through discussion and topic work, why they need to eat well and the impact this has on them being healthy.

Children are developing a good understanding of keeping themselves and others safe. Older children know that the stairgate must be kept shut so that babies cannot access the stairs unsupervised. Regular evacuation drills and trips made within the local community are effectively used to discuss and model safe practices with children. Children certainly demonstrate that they feel safe and secure as they confidently utilise their inviting environment and the broad range of resources available to them.

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

The staff team demonstrate a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They are duly focused on safeguarding children's well-being as they carry out a daily risk assessment of the environment to ensure that it is safe and secure for children. The manager implements robust recruitment and vetting procedures to appoint staff who are suitable to work with children. She places high priority on protecting children's welfare and follows proper procedures to work with outside agencies if and when this is required. The staff team demonstrate a confident knowledge and understanding of child protection issues. They are clear of their roles and responsibilities and the procedures to follow should they have any concerns regarding the welfare of children.

The manager has a good understanding of her responsibilities in meeting the learning and development requirements. She has employed a staff team who are confident to deliver good quality learning opportunities for children. The manager oversees the planning of the educational provision. She reviews the observations and next steps in learning for children, which are recorded by staff, to ensure the quality and consistency of these. Through staff appraisals she is able to offer staff both positive praise and areas for staff improvement. The manager is duly focused on promoting quality practice. She is eager to support her staff team's professional development. Discussions with staff demonstrate that they enjoy working in this nursery and feel well supported. These positive partnerships were observed during the inspection and impacted on the harmonious atmosphere in the nursery.

The manager demonstrates high aspirations for the nursery which can be evidenced in her informative self-evaluation. She is a reflective practitioner as she is able to set clear targets to drive improvement. For example, she is currently looking at ways to develop home-visiting with families prior to children attending the nursery so that transitions for children are as smooth as possible. However, it is evident that some children are moving onto school in September and partnerships with local schools to aid their transition are yet to be fully embedded. The manager acknowledges that this is an area that should be developed.

The nursery has a strong ethos to work in partnership with parents. There are very good systems in place to encourage parental involvement in their children's ongoing learning. Parents are extremely complimentary about the nursery and the staff team as a whole. They say that the effective key person system helps to make them feel secure in leaving their children and in knowing that their needs will always be met. Parents' comments include, 'This is a homely environment where there is good attention to children's individual needs.'

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	EY450792
Local authority	Hackney
Inspection number	811022
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	18
Number of children on roll	23
Name of provider	Tam's House Limited
Date of previous inspection	Not applicable
Telephone number	0208 880 2551

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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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