

Tara Kindergarden Uxbridge

Lawn Road, Uxbridge, UB8 2TJ

Inspection date

30/04/2013

Previous inspection date

26/11/2009

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 3

The contribution of the early years provision to the well-being of children 3

The effectiveness of the leadership and management of the early years provision 3

The quality and standards of the early years provision

This provision is satisfactory

- Staff have a secure knowledge and understanding of how to promote children's development and use effective techniques to extend and challenge children's learning.
- The visual environment has been used well to provide interesting things for children to look at, talk about and learn from.
- Children behave well, show a good awareness of acceptable behaviour and develop warm relationships with one another.

It is not yet good because

- The provider has failed to notify Ofsted of legally required information relating to a change of manager.
- Staff miss opportunities to engage children in conversations and support their understanding of healthy lifestyles.
- Children lack opportunities to use a broad range of resources to support their imaginative play in the role-play area.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector made observations in both rooms of the nursery, during outdoor play and lunch time.
- The inspector held a meeting with the manager of the setting and carried out a joint observation with her.
- The inspector sampled records and documentation relating to safeguarding, recruitment and children's learning and development.
- The inspector spent time speaking to staff and children.

Inspector

Katie Dempster

Full Report

Information about the setting

Tara Kindergarden Uxbridge registered in 1996. It operates from a converted church hall in Uxbridge town centre in the London Borough of Hillingdon. It is one of five settings owned by the same provider. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. The nursery is open each weekday from 7.45am to 6pm for 51 weeks of the year, closing at Christmas and on public holidays. There is a small secure garden for outdoor play. There are currently 40 children on roll in the early years age group. Children come from the local and wider community. The nursery currently supports a number of children with special educational needs and those learning English as an additional language. The nursery gets funding for the provision of free early education to children aged three and four years. The nursery employs five permanent members of staff and three regular cover staff. Of these, six hold relevant childcare qualifications. The nursery also employs a cook.

What the setting needs to do to improve further

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

- provide a role-play area with a wider variety of familiar items to support children's make-believe and imaginative play
- provide opportunities for children to learn about exercise and diet as part of a healthy lifestyle.

Inspection judgements

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

Staff have a secure knowledge of the Early Years Foundation Stage framework and plan activities to cover all seven areas of learning. Staff gather information at registration regarding children's current level of development. Staff use this, coupled with their own early observations, to help them identify starting points in children's learning. On-going spontaneous and planned observations are captured, evaluated and used to inform individual plans for children. Staff track children's progress according to the stages detailed in the guidance document 'Development Matters in the Early Years Foundation Stage'. This helps to ensure the children are making progress in relation to their starting points. On-going assessment includes the required progress check for children when they are aged between two and three years. Staff use this to report on the children's current developmental stage and where support may be required.

Staff have a secure knowledge of how to promote children's learning and use appropriate techniques to extend and challenge children's thinking. For example, they use open-ended questions and challenge the children to extend upon their ideas. For instance, staff capture children's interest and support their literacy skills as they encourage children to recall a story about a giant and a bean stalk. The children remember their favourite parts, draw pictures of the characters and think about other ways the story might end. Children have many opportunities to make marks, draw and write for meaning. Staff set up writing tables both inside and outdoors, where children can access a wide range of drawing and writing tools. Staff encourage children to write for meaning, for example, when they provide menu templates and party invitations for children to complete.

Staff are creative in implementing an interesting and resourceful visual environment for children to look at, talk about and learn from. Images of people from different cultures, professions and photographs from around the world are on display. This gives children good opportunities to learn about the world in which they live. Planned activities, such as Chinese New Year celebrations invite children to learn about different foods that people eat and customs they follow. Children enjoy using chop sticks and making dragons using craft materials. Children enjoy using their imagination. They have access to a dedicated role-play area where staff have placed a range of resources to assist their play. However, there are fewer items available for children to use to replicate their home life experiences and everyday life. For example, they do not have access to real kitchen items or washing materials.

Children learning English as an additional language receive appropriate support to enable them to feel included. Staff use various techniques to aid communication and help children to settle. For example, staff use gestures as part of the 'sign-along' programme, a system of signs and gestures based on British Sign Language, flash cards and make wide use of the visual environment. For example, the labels and images put on display all around the environment provide a good sensory point for both parents and children to use.

Good support is in place for children with special educational needs and/or disabilities. The nursery's Special Educational Needs Support Officer (SENCO) works closely with key persons, who jointly work with parents and other professionals to fully meet the care and learning needs of the children. For example, key persons implement teaching strategies according to the feedback they receive from the health professional sessions the children attend outside the nursery.

Parents are involved in their children's learning and the nursery to support consistency of care for their child. Parents have opportunities to discuss their children's progress regularly. Staff provide daily verbal feedback, share children's progress folders and also use communication books to support additional communication. Parents are encouraged to contribute to children's progress folders by making observations of their child at home. Staff provide parents with observation templates, jovially named 'wow moments'. Staff attach children's individual monthly plans for parents to refer to. This provides valuable information for parents to base their observations on while giving ideas for how they may wish to continue learning at home. Furthermore, children benefit from the consistent

learning through play at nursery and at home.

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

Children happily move around the whole nursery, going from room to room and between the inside and outdoor area. This is as a result of the trusting relationships children establish with staff through the key person system. Staff get to know their key children well due to the positive relationships formed with parents when children first start. One-to-one meetings provide staff and parents with the opportunity to discuss children's individual care needs and their current developmental stage.

Children display friendly relationships with one another and demonstrate a secure understanding of acceptable behaviour from a young age. Children of all ages spend much of their time mixing as a group. As a result, older children develop patience and compassion for their younger friends. They are seen sharing, being gentle and involving them in their games. These behaviours prepare children for the social skills they will require during their transition to school. Staff use consistent techniques across the nursery, encouraging children to think about why their actions might be dangerous or unkind and what the rules of the nursery are.

Children have appropriate opportunities to take risks and learn about safety. Outside, children use their balancing skills as they navigate over the large tyres. During story time, staff encourage children to think about ways to keep themselves safe. For example, children enjoy a story about learning to swim. Staff ask children what they do when they go swimming and about what helps them to be safe and why. Children also have access to resources that support their understanding of safety through everyday imaginative play. For example, they enjoy dressing up as police officers and doctors.

Children are encouraged to manage their own hygiene and personal needs. For example, the child size toilets, hand washing and drying facilities allow children to attend to their toileting needs without help. After lunch, children wipe their own faces with flannels and wash their hands, further supporting their awareness of personal hygiene. Older children understand the importance of not spreading germs as they cover their mouths when coughing and say, 'excuse me', while other children say, 'pardon you'. On occasion, staff miss opportunities to talk to the children about relevant health issues, for example, about healthy choices at lunch time and the effects of exercise on their bodies during outdoor play.

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

The manager is organised and shows a dedication to her role. Systems for the supervision and monitoring of staff are in place and support is available for the manager. The area manager often visits the nursery and makes daily contact with the manager to discuss any issues. The manager is clear about her responsibilities in meeting the safeguarding and

welfare requirements of the Early Years Foundation Stage. However, the provider has failed to notify Ofsted of a change to the manager. This is a breach of requirements on the Early Years Foundation Stage. The manager has been employed with the company for nine years and has been suitably vetted. Therefore, this does not have an impact on children's safety or welfare. Ofsted do not intend to take any action.

Secure recruitment procedures are in place and formal induction processes mean staff are suitable to care for the children and understand their roles and responsibilities. All staff receive training in child protection and, through discussion, demonstrate a clear understanding of the procedures to follow if they have concerns about a child in their care.

Various systems of self-evaluation involve the whole staff team. Tools such as the 'reflective practice book' encourage staff to continuously evaluate their practice in order to improve the quality of the provision. Recommendations raised the last inspection have been addressed, which have had a positive impact on children's safety during outings and the nursery's processes for self-evaluation. This demonstrates the nursery's capacity to maintain continuous improvement.

Partnership with parents is well established. Much information is available on display for parents. For example, a notice board and information table in the foyer include information such as planning, the most recent Ofsted report, policies, menus, local area information and photographs of children enjoying activities. Parents are invited to be part of the nursery as staff host parties and festival events. The nursery seeks feedback from parents, through questionnaires and discussions at drop off and collection times. This helps staff to use parents' views to make further improvements to the nursery. Partnerships with other professionals are equally well established. Staff make links with local schools children will leave to attend. Key persons prepare transition documents in order to provide important information about the children, their interests and importantly, their current stage of development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- ensure Ofsted is informed of the appointment of a new manager.

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 action. 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	139119
Local authority	Hillingdon
Inspection number	908642
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	40
Number of children on roll	40
Name of provider	Raj Nagendran
Date of previous inspection	26/11/2009
Telephone number	01895 814788

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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, which are usually the childminder's 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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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