

# Tamba Day Nursery Ltd

29 Mansfield Road, Ilford, Essex, IG1 3BA

<b>Inspection date</b>	24/07/2013
Previous inspection date	09/01/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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 in the nursery because staff plan exciting and interesting activities that respond to children's learning needs and particular interests.
- Children are settled well as they have made good friendships with their key person, other staff and their friends.
- Staff support children well to develop a strong understanding of how to keep themselves safe and to promote their own good health.
- There are strong systems in place to identify weaknesses in practice, and to tackle these weaknesses to improve outcomes for children.
- Parents are well involved in the nursery because staff provide many opportunities for them to share their views and to contribute to their children's learning.

### It is not yet outstanding because

- While children have good opportunities to develop their physical skills overall, staff do not always make the best use of resources in the garden to fully challenge older children's large muscle development.
- Staff do not always support children to learn to take turns to speak during large group activities.

## 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 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 spoke to the manager, staff, children and parents.
- The inspector carried out a joint observation with the manager.
- The inspector looked at documentation relating to the running of the nursery, including safeguarding policies and procedures.
- The inspector observed children in the garden and indoors.
- The inspector discussed the self-evaluation process with the manager.

## Inspector

Naomi Brown

## 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:

- enhance opportunities for older children to develop their large muscle skills in more challenging ways in the outdoor area
  
- enhance the organisation of large group times, to further encourage older children to learn to take turns and to listen to their friends at these times.

### Inspection judgements

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

Children make good progress in all areas of learning because staff are well aware of their learning needs. Staff take care to plan activities to support children's individual needs. Children enjoy their time in the nursery and they respond well to enthusiastic and knowledgeable staff. As a result, children are active and, overall, engaged learners who make good progress from their starting points.

Children have good opportunities to extend their communication and language skills. Staff have recently attended training to improve how they use questions to promote children's critical thinking and language skills. As a result, staff provide rich opportunities for discussion and pose useful questions to children. For example, the staff recently put a helium balloon in the room. The children came in, noticed the balloon and this prompted a

lively discussion about how the balloon got there, why it floats, and what it was made of. Staff extended this activity as the children wrote a postcard, attached it to the balloon and let it go. This has led to many discussions about where the balloon might have gone to. Such opportunities encourage children to develop their problem solving skills, and extend their vocabulary and conversation skills in exciting ways. Staff work well with babies and very young children to support their emerging speaking and listening skills. For example, staff echo sounds that babies make when they babble, to encourage them to take turns to speak in a conversation. Staff encourage children to use words with their non-spoken communications. For example, when children point to something they want, staff name the object and ask children to confirm this is what they want. This encourages children to try and name the object, and to link spoken words and their meaning. Children are all very confident speakers and they regularly use words to express their feelings, thoughts and ideas. These skills support them well as they move on in their learning, for example at school.

Children enjoy a generally good range of activities and resources to support their physical development. They play with a wide range of resources to develop their small muscle skills. Children enjoy developing their grip as they hold and move pencils, pens and glue sticks. Older children show increasing control of writing materials and are confident to write the letters of their name and to draw recognisable shapes and objects. Babies and younger children enjoy lots of different ways to make marks. They move their hands around in paint, sand, dough and gloop, talking about the things that they have drawn. These activities support their early writing skills, while improving their hand coordination. However, while older children enjoy many opportunities to run and jump in the outdoor area, there are not as many resources to develop their climbing skills on a daily basis outside. There are some blocks that children lift and stack to develop their upper body strength and children have bikes to ride on, but staff do not always get out the more challenging resources for older children, to give the best possible challenge to their physical skills. Younger children enjoy using a low slide and a small climbing frame to develop their large muscles. They show good control as they run on different types of surfaces and babies are becoming steady on their feet as staff support them to develop their walking skills.

Staff work hard to support and settle all children and this supports children's personal, social and emotional development. Children are generally well-behaved and cooperative with each other. Staff encourage and support children to share activities and resources and children play well together at most times. However, at some times during large group activities, children in the preschool room find it hard to take turns to speak. Staff encourage children to put their hands up to answer questions but children sometimes talk over one another, not waiting their turn and staff do not always note who has their hand up to answer. This means that staff do not take all possible opportunities to encourage older children to learn turn taking skills during these large group times.

Staff have a good understanding of how young children develop and learn. They are enthusiastic teachers, and very knowledgeable about the children in their care. Staff use their strong observational skills to assess what children can and cannot do, both when they first join, and during children's time in the nursery. As a result, observations and assessments feed well into planning for each child. Children make good progress because

staff are able to plan for, and develop, their learning needs. The manager and her team monitor planning, observations and assessments well. Staff use a range of effective methods to involve parents in planning. Home link sheets, regular meetings, daily chats and vibrant, clear learning journeys, all support parents to share in their children's learning. Staff are able to plan more accurately for children's needs as a result, and this supports children's continuing good progress.

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

Children are happy, settled and make good friendships in the nursery. Staff are welcoming, supportive and know the children's individual needs well. There is a well developed key person system in place with a buddy system. This means that all children have staff who know them very well, and this helps children to feel safe in the nursery from the outset.

Overall, children behave well in relation to their ages and stages of development. During free play sessions, children are very cooperative and play happily alongside, and with their friends. They enjoy playing imaginatively as a group in the garden area as they pretend they are on an aeroplane, going on holiday. Children feel confident to express their thoughts and feelings to adults and other children, showing that they have high levels of self-esteem. Staff praise children for their achievements and comfort them warmly if they become upset, all of which helps children to feel welcomed and secure in the nursery.

Children have a strong awareness of how to keep themselves safe and adopt practices and routines to support their good health. For example, children know to wear hats and sun cream in the garden on sunny days and they regularly help themselves to drinks. Staff support children's good health by encouraging them to wash their hands before eating and after toileting and messy play. Children are clearly aware of these routines and they often go to wash their hands without prompting. Staff support children well to be independent in their self care. Children pour their own drinks and take responsibility for clearing up toys and resources. Menus are healthy and shared with parents to ensure that they meet children's nutritional needs and reflect the cultural preferences of children in the nursery. Children enjoy mealtimes in the nursery very much. These are social occasions, and staff sit with children at these times, helping them to adopt positive table manners and encouraging them to enjoy their food.

Staff support children to manage their own safety independently. Children become involved in risk assessing for outings as they discuss how they wear high visibility jackets and look for cars when they cross the roads. Staff make children's safety a high priority in the nursery and on outings. Risk assessments are used very well to promote children's safety and wellbeing and areas that they use are safe, clean and checked regularly. Resources have been organised so that they are safe for children to use and so that children can choose many resources independently. Staff are deployed well around the nursery to make sure that they can meet children's needs well. Children are well-supervised indoors and outdoors and this means that their safety and well-being are

continuously supported.

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

Children benefit from the care of a strong management team who have a thorough understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage. The manager and her staff team work hard to meet children's individual needs. They are particularly focussed on safeguarding children in their care. Staff all have a strong understanding and awareness of child protection issues, including signs and symptoms that would cause them to be concerned about a child. Staff are all aware of the thorough safeguarding policies and procedures in the nursery. They are able to confidently discuss steps they would take to record and report any concerns they may have. Staff are also able to respond to changes, for example in the weather, to continue to promote children's safety and well-being in hot weather. They have created more areas of shade in the garden and introduced cool bags outdoors to keep children's drinks cool. This demonstrates that staff are well placed to protect children in a range of challenging situations.

Recruitment and vetting procedures, induction procedures and ongoing supervisions of staff all mean that children are cared for by suitable, well qualified and well-managed staff. The manager works hard to support her team, and she uses appraisal systems, staff meetings and observations of practice effectively to encourage all staff to improve their practice. Children benefit from a well-trained, ambitious staff team who focus on their needs, and know their roles and responsibilities very well.

Staff work closely with parents to support children's ongoing care needs and also to plan activities that are focussed on children's learning needs. Parents have many opportunities to share their views about the nursery, and staff are welcoming and supportive of families who use the nursery. A daily information board, with details of activities and menus planned for that day, daily home link sheets and regular parents meetings, support strong links between home and the nursery. Staff have promoted strong partnerships with other settings that children attend, and schools that older children will move onto, so that they can support smooth moves between these settings. Staff have worked hard to prepare children for school and supported them through visits to meet their new teachers, to feel confident about the next stage in their learning. Children with special educational needs and or/disabilities are well catered for in the nursery. The nursery special needs coordinator works closely with children's key persons, their parents and any other professionals involved in children's care to promote their ongoing good progress and well-being.

The manager and registered person have a clear and achievable vision for the future of the nursery. They have designed clear improvement plans that are focussed on improving specific areas of weakness. They take strong steps to seek the views of parents, staff and children and use good outside support to bring about improvements to the nursery. They have worked hard to address the recommendations set at the previous inspection,

including sending staff on training to improve their practice and to bring fresh ideas into the nursery. As a result, the nursery has a strong capacity to sustain ongoing improvements.

### **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 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

<b>Unique reference number</b>	EY265972
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	928610
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	57
<b>Number of children on roll</b>	49
<b>Name of provider</b>	Tamba Day Nursery Ltd
<b>Date of previous inspection</b>	09/01/2013
<b>Telephone number</b>	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, 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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