

Tara Kindergarten

198 High Street, Enfield, Middlesex, EN3 4EZ

Inspection date	25/10/2013
Previous inspection date	28/02/2011

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	3
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 show a sound knowledge of the Early Years Foundation Stage. Consequently, children enjoy learning through play.
- Partnerships with parents work well to support continuity of children's care routines and the two-way flow of information about children's progress in their learning and development.
- Children enjoy spending time in the nursery garden, which enables them to develop their physical skills and to benefit from daily exercise.

It is not yet good because

- Children's behaviour is not consistently managed, which means that children are unable to learn how to manage their own behaviour.
- A few tables and chairs are broken and dirty. Consequently, this does not fully support children's good health.
- Some staff play loud background music in the rooms, which inhibits children from developing good listening skills and from staff hearing what children say to them.

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 observed the staff and children interacting in the indoor and outside learning environments.
- The inspector conducted a joint observation with the manager in the outdoor learning environment.
- The inspector spoke to staff, children and the management.
- The inspector checked staffing registers, children's attendance records and safeguarding policies and procedures.
- The inspector checked staff's qualifications and suitability to be working with children.

Inspector

Sue Mann

Full Report

Information about the setting

Tara Kindergarten registered in 2000. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is one of a group of five privately-owned nurseries. The nursery operates from a converted building in Ponders End in the London Borough of Enfield. There is an enclosed garden for outdoor play.

The nursery is open every weekday from 7.30am until 6pm all year round. There are 81 children on roll who are within the early years age range. The nursery employs 14 members of staff, 10 of whom hold appropriate early years qualifications to at least level 3. The nursery receives funding to provide free early education for children aged two-, three- and four-years-old. The nursery supports children with special educational needs and/or disabilities and those children who speak English as an additional language.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure that children's behaviour is managed consistently to enable older children to learn how to manage their own behaviour, and that staff are deployed to ensure that children's behaviour is monitored and dealt with appropriately
- ensure that all furniture, particularly regarding the tables and chairs in the two-to-three-year-olds room is fit for purpose and is kept clean to provide a hygienic environment for children to eat meals and snacks.

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

- use background music for a purpose to enhance children's listening skills.

Inspection judgements

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

The enthusiastic staff show a clear understanding of the Early Years Foundation Stage. This means that they are able to provide a range of activities and experiences which help to ensure that children enjoy learning through play. The staff regularly observe children to assess their current stages of learning and development. They use this information along

with children's interests to plan a range of activities which children enjoy and help them to learn new skills. Regular assessment of children's learning and development enables staff to monitor the progress each child is making. Consequently, staff know their key children well, and are able to plan relevant activities to support their learning. Information, which parents provide during settling-in sessions also contributes to the process. Therefore, children are able to make suitable progress in relation to their starting points and are ready for the next stage in their learning and development.

Overall, staff support children's communication and language development well. They join in sensitively with the children's play, offering suggestions to enhance children's imaginative skills. For example, staff join in and play with the children, using cars and vehicles on a toy road map. They use sound questioning techniques to ask the children where they are going and what road they should take. This supports children's understanding of road safety and an awareness of 'left' and 'right'. This supportive approach continues in the garden, where there is a 'zebra crossing' painted on the path. Staff walk with the children over the crossing, reminding them to look left and right as they cross, so they learn consistent messages about safety. Once over the other side, the children receive praise for following the correct procedure, which encourages them to continue the game on their own. However, some staff are less confident in using questions and a range of appropriate language to extend children's learning and to help them think their ideas through. This has been identified by the manager and she is working alongside the local borough's early years advisors to support the staff to become more confident in their practices. Children enjoy listening to stories and singing songs with the staff. However, sometimes the music played in the background is too loud, which means that children are unable to fully hear what their friends and staff are saying. Consequently, this background music does not help children to develop good listening skills easily.

Staff have systems in place to share information with the parents. Daily verbal feedback means that parents know what their children have done during the day, and any achievements staff have seen. Each child has a learning journal, in which staff place observations and pieces of work the children have done. Parents are able to regularly see their children's learning journal. In addition, parents inform the staff what they have seen their children do at home, which enables staff to plan accordingly. Systems are in place to assess children's progress between the ages of two and three years, as required. These allow staff to identify any concerns in children's learning and development. Key persons work closely with parents to support children as they prepare to move into a new age group or into school. This enables children to be ready for the next stage of their learning.

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

Overall, staff support children's personal, social and emotional development generally well, enabling children to feel secure in the nursery. Most children behave well in the nursery. However, older children's behaviour is at times boisterous and staff do not manage this consistently. This means that older children are unable to learn to manage their own behaviour to take turns and share resources between themselves.

Children are able to develop an understanding of the importance of leading healthy lifestyles, as snacks and hot meals are healthy and balanced. Satisfactory procedures are in place to reduce risks of cross infection through daily routines such as hand washing and using tissues to keep noses clean. Children all have access to fresh drinking water freely, which means that they can help themselves to drinks when they feel thirsty. All children have regular daily access to the outdoor play area. Staff risk assess the garden prior to the children going out, which enables the staff to check that the area is safe for the children to use.

Resources, such as the toys and play equipment that the children use, are safe and age appropriate, which enables children to enjoy learning through play. Children freely access toys and resources from the low-level storage units, which enables them to select what they would like to play with. Consequently, this means that children can move and combine resources to extend their games and use their imaginations. However, a table in one of the rooms, is damaged and broken, which means that it cannot be effectively cleaned, and some of the chairs in the same room are not cleaned after use. Consequently, children's good health and well-being is not fully supported. Furniture in the baby room has recently been purchased and therefore, is in good condition and suitable for purpose.

Children moving on to school are supported, as teachers from the schools are able to come to the nursery and meet them. This enables teachers to see their new children in familiar surroundings and hold discussions with key persons to find out what each child can do and their current stages of learning and development. Consequently, this supports the continuity of children's learning and development when they start school.

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

The manager has recently returned to her position after maternity leave. She has ambitious plans to promote positive outcomes for the children who attend and to enhance staff's practices and performance. The manager is working closely with advisors to evaluate the nursery and put in place concise action plans to bring about improvement. However, she has not had sufficient time to implement all the action plans for the areas which require improvement to raise the quality of the provision significantly.

The manager shows a satisfactory understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. She and the staff demonstrate a sound understanding of what they should do if they have a concern about a child's welfare to help keep them safe. There is supporting documentation in the office, which means that staff can easily access relevant contact numbers and names should they have concerns they need to report. The required ratios of adults working with the children are maintained throughout the day, which helps promote children's welfare appropriately. The manager has been able to order and replace some of the worn out furniture in the baby room, which means that the babies now have suitable

low-level wooden tables and chairs to eat their meals from and enjoy messy play and painting activities.

The manager demonstrates a sound understanding of her responsibilities for implementing the learning and development requirements. She checks the children's learning journals to ensure that staff are correctly observing and assessing children's stages of development. This means that the manager is able to support any staff who have concerns about children in their key groups. Therefore, relevant support systems are put in to place, which enables all children to make progress in relation to their starting points.

Systems are in place to enable the manager and staff to seek the views of the parents to find out what they feel are the nursery's strengths and weaknesses. The manager has drawn up concise action plans to develop the staff's professional practice and replace the worn out furniture. Staff are able to put forward their views through staff meetings and their monthly supervisions. These meetings also enable staff to request any additional training that they would like and to discuss any concerns they have about their professional development. This helps to promote staff's professional development and their practices. The nursery makes use of training opportunities provided by the local borough, which means that staff are able to attend a wide range of training. This helps to support staff's practices and promote positive outcomes for all children who attend the nursery.

Partnerships with parents are positive, which enables continuity of children's learning and development between home and the nursery. Staff talk to the parents at the end of every session, which means that parents know how their children have been during the day. Parents are able to look at their child's learning journal when they want to, and have opportunities for more detailed feedback at the six-monthly parents' evenings. Wider partnerships, with professionals such as speech and language therapists and the local authority childcare advisors work effectively to support children's learning and development. Consequently, all children make progress in their learning and development and are ready for the next stages in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Not Met (with actions)
The requirements for the voluntary part of the Childcare Register are	Not Met (with actions)

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

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (compulsory part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (compulsory part

of the Childcare Register).

- ensure that the premises and equipment used for the purposes of the childcare are safe and suitable for that childcare (voluntary part of the Childcare Register)
- ensure that children's behaviour is managed in a suitable manner (voluntary part of the Childcare Register).

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	135404
Local authority	Enfield
Inspection number	937282
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	81
Name of provider	Raj Nagendran
Date of previous inspection	28/02/2011
Telephone number	020 8804 7710

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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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