

# Tia Ana's Nursery

29 Rhodesia Road, London, SW9 9DT

## Inspection date

10/02/2014

Previous inspection date

08/12/2010

## 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 enjoy strong relationships with staff at the nursery. Therefore, they are happy and keen to learn and rapidly grow in self-assurance.
- The leadership and management of the setting is strong. The provider, manager and staff have a clear vision of the strong practice they are promoting and all members of staff are involved to provide consistency. There are consistent practices in place to monitor and ensure that children are able to progress well.
- Staff follow the setting's policies and procedures well. Training for staff includes the administration of medication and safeguarding children.
- Robust systems are in place for staff recruitment and training of all staff. This enables children to be cared for by suitable staff.

### It is not yet outstanding because

- Although some resources are in place to promote early writing skills, staff do not use these consistently to enhance this area of children's development.
- Some routines are not fully organised to support all children's learning when moving between different 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.

## **Inspection activities**

- The inspector observed activities in the main playrooms.
- The inspector spoke with the provider, manager and staff at appropriate times throughout the observations.
- The inspector looked at children's records, learning journeys, planning documents, the development plans, and a selection of policies and procedures.
- The inspector checked staff's disqualification and barring checks, and safeguarding policies and procedures and medication policies and procedures.
- The inspector checked medication records and procedures on how these are administered.

## **Inspector**

Rebecca Hurst

## Full report

### Information about the setting

Tia Ana's Nursery was registered in June 2010. The nursery operates from a purpose built building in a residential area in the London borough of Lambeth. The premises comprise two group rooms, children's bathroom facilities, kitchen, office, staff room and adult bathroom facilities. All children have access to an enclosed outdoor play area. The nursery is open each weekday from 8:00am to 6:00pm for 50 weeks of the year. There are currently 36 children on roll, attending on a full and part time basis. Staff support children who learn English as an additional language. The nursery is a dual language setting with staff speaking both English and Spanish with the children. The nursery employs nine members of staff. Of these six hold an appropriate early years qualification and three are working towards a higher qualification. The provider is working towards her degree. The nursery is registered on the Early Years Register.

### What the setting needs to do to improve further

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

- strengthen activities and resources to promote children's early writing skills
- reorganise the end of meal times to reduce the amount of time children are spent waiting to move onto the next part of the routine.

### Inspection judgements

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

The quality of teaching and planning are good. As a result, children are progressing well towards the early learning goals and developing good skills for their future learning. Staff use the children's interests and next steps in learning, along with views from the parents, to plan effectively. Staff track the children's progress using appropriate guidance for the Early Years Foundation Stage. This is used successfully to identify whether children require any support or extra challenge in their learning experiences to meet their individual needs.

Staff invite parents into the nursery to discuss their children's progress and what they have been doing at home. This provides good continuity of care and learning for the children. Staff share detailed progress reports and the required progress checks for two-year-old children with the parents. This enables parents to see the progress their children have made.

Staff promote children's language development well. Staff speak both English and Spanish to the children. The children develop good skills in speaking these languages to staff. Staff

ask children useful questions and use descriptive words, which promotes their language development well in both Spanish and English. It also helps the children to think about what they are doing and respond appropriately. Children celebrate a variety of festivals and cultural celebrations throughout the year and these are reflective of children's cultural backgrounds. This allows children to learn about different customs and celebrations of their friends and the wider world in which they live. Children have access to some resources to promote their early writing skills, such as painting and other creative activities. However, staff do not use these resources consistently which means they miss opportunities to further promote children's learning in this particular area.

Staff support children well as they move between base rooms and carry out these transfers according to the children's individual needs. This ensures they settle well and can continue to make good progress with their learning and development. Staff effectively promote children's physical development as they interact with their play in the well-resourced indoor and outside environments. Staff work closely with the younger children to ensure they are able to explore the outside play areas and to enhance their physical development. Staff promote children's independence skills and their physical development well, for example, as they encourage them to put on their shoes when they go to play outside.

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

Children are happy and settled in the nursery. They have secure bonds with the staff which builds their self esteem and their confidence. Children enjoy snuggling up to the staff for cuddles, reassurance and support, for example. Staff teach children about healthy lifestyles through daily opportunities for exercise. Children need little reminding of the importance of hand washing and are skilled in using the sinks in the bathrooms to wash their hands after messy activities and before they have meals. Staff teach children how to keep safe; for example, as they carry out fire drills with them on a regular basis. These procedures teach children to be aware of what to do in an emergency.

All staff are consistent in their approach to behaviour management and deal with children's behaviour very well. They take time to talk to children about the importance of sharing and working together. Staff also teach the children the importance of respecting each other and taking turns to listen to their friends when they are asking questions. This works well in teaching children of all ages to respect each other and turn taking. Given the children's ages and stages of development, they behave well.

Children play in a clean nursery where staff work well to protect them from cross infection through good hygiene procedures. Mealtimes are very social occasions where staff sit with the children and talk about the food they are having. Staff help younger children in learning to feed themselves and to serve their own meals and praise them for their efforts. Children thrive with the healthy and nutritious meals that are on offer and children have plenty of food. Meals are prepared to meet the children's individual needs. All children serve themselves their own meals and staff are close at hand to support the younger ones. This teaches the children about portion control and also promotes their physical

development. Meals are served to reflect the Latin American way of eating salad served first, followed by soup with the main meals after this. Although this replicates routines at home, towards the end of the meal times children are left waiting for periods of time for others to finish. As a result, some younger children start to get restless and have to wait to start the next part of the routine.

Staff demonstrate an extremely positive approach towards inclusion. They work closely in partnership with parents to fully meet the individual needs of all children. Staff show a comprehensive understanding of each child's unique needs and have detailed information on child record forms of individual requirements. A variety of resources and displays around the base rooms depict positive images of diversity, including those of culture, gender and disability.

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

Leadership and management of the setting are strong. The provider, manager and staff work closely with the parents to bring about the best possible outcomes for all the children. The provider maintains documentation to a good standard and all records required for the safe and efficient management of the setting are readily available. The provider works with the parents to resolve any issues in the setting. Staff implement a comprehensive range of written policies and procedures well. For example, they follow the setting's medication policies and procedures and keep parents informed, for example, with what is happening if their child develops a temperature. The staff follow effective measures to promote children's ongoing safety in the nursery, as well as on outings. Risk assessments are thorough and clearly identify hazards and any action taken to minimise these to keep children safe. Risk assessments are regularly updated to reflect changes in staff practice clearly underpinning the nursery's safety procedures. All staff have a strong understanding of child protection and how to safeguard the children in their care. All safeguarding requirements are met effectively. All staff know and consistently implement the Local Safeguarding Children Board procedures to promote children's welfare.

Robust recruitment procedures are in place to check the suitability of all staff. Staff have regular appraisals to assess their work and to look at further training opportunities. Staff attend regular training, including first aid, through the local authority and in-house, to enhance practice and promote children's learning and welfare. The provider has a clear understanding of the learning and development requirements. The provider works closely with the staff and other agencies to improve the provision and to look at areas that can be further developed. Staff plan and provide a good range of experiences for children in all areas of learning and staff monitor their progress well. As a result, children make good progress in their learning.

Self-evaluation is strong and clearly shows the nursery's key strengths and the areas they are currently working on. The parents share their views on the nursery and any complaints are fully investigated and findings are shared with parents promptly. The provider gathers the views of the children to shape practice and make improvements. As a result, the

service is highly responsive to its users. Staff work closely in partnership with the parents. Parents regularly share with the staff what they have been doing at home, which staff use very successfully to enhance the children's individual needs. Staff complete detailed developmental reviews on the children so parents can see the progress they are making. In discussions with parents they are happy with the care the staff provide. They appreciate the settling in procedures and the care and attention the staff provide for their children.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY409126
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	950710
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	37
<b>Number of children on roll</b>	36
<b>Name of provider</b>	Tia Ana's Nursery Ltd
<b>Date of previous inspection</b>	08/12/2010
<b>Telephone number</b>	0207 095 8962

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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  
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