

Tam's House

50 Bouverie Road, LONDON, N16 0AJ

Inspection date

24/02/2014

Previous inspection date

04/02/2013

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

- The indoor learning environment is well organised and planned to meet the needs of all children, providing them with a wide range of challenging and interesting activities across all areas of learning.
- The quality of teaching is good; staff demonstrate that they have a secure knowledge and understanding of their roles in supporting children to make good progress in their learning.
- The key person system works effectively in establishing positive relationships with parents and in forming secure and strong attachments with children. As a result, children show high levels of confidence within the setting
- Children's safety and well-being is given due care. Staff have a clear understanding of their roles and responsibilities and they are well aware of the policies and procedures in place to support their practice.
- The leadership and management of the setting is good. Systems are in place to monitor staff performance and support professional development.

It is not yet outstanding because

- Children are not provided with consistently high quality experiences in all areas of learning in the outdoor learning environment.
- Self-evaluation does not take account of the views of those involved in the setting, including children, parents and staff.

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 viewed all areas of the setting and observed activities in both playrooms and outside.
The inspector sampled documents, including children's assessment records,
- evidence of staff's suitability, the provider's self-evaluation and a sample of written policies and procedures.
- The inspector engaged with children, held discussions with the manager and some staff and completed a joint observation in the baby room.

Inspector

Samantha Smith

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 baby room 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 nursery 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 27 children aged from three months to under five years on roll. There are eight 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:

- increase the provision of resources outside to provide children with a balanced range of high quality experiences across all areas of learning
- develop systems of self-evaluation further by including the views of other persons, involved with the setting, such as children, parents and staff and use the information provided to identify further targets for future improvement.

Inspection judgements

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

Overall, children are making good progress and are achieving the expected milestones for their ages, with some children surpassing these. Children demonstrate the characteristics of effective learning as they engage in, and explore their well-organised play areas. The quality of teaching is good. Staff demonstrate that they have a secure understanding of their roles in supporting children's learning and development through play. Staff have planned an interactive and stimulating environment, where children are encouraged to take charge and lead their own play. Children are gaining good skills and attitudes that

help them prepare for their future learning. Staff make perceptive observations on children, which they use to track their progress and plan for the next stage of development. There are good systems in place to complete the progress report for children aged between two and three years and parents are fully involved in this process. The nursery is currently in the early stages of working in collaboration with health visitors on this.

Children clearly enjoy learning as they move around confidently between activities, making independent choices and interacting with their friends. They benefit from good support from staff, who spend their time at their level, engaging and gently guiding their play.

Personal, Social and Emotional development, and communication and language are well fostered throughout the nursery. Older children confidently express their thoughts and feelings as they engage in regular conversations with staff, and staff respond appropriately. Children show a real interest in books as they independently access the books and sit in the comfortable book area to enjoy them on their own. Staff read stories to children and engage them by using a range of questioning techniques to challenge children's vocabulary and thinking skills. Younger children's early language development is encouraged through action songs as they learn that gestures have meaning. Children's understanding of mathematical concepts is supported through daily routines and activities. For example, while playing a matching game, they explore different shapes and while making different objects using the magnetic sticks, they talk about size and colours. All children enjoy regular outdoor activities as they regularly access the outdoor play area; however, their outdoor experiences are not always planned well to provide children with a wide range of experiences across all areas of learning. This somewhat reduces some learning opportunities for those children who prefer to learn outdoors.

Parents are encouraged to play a role in their children's education; parents are encouraged to look in their children's learning journeys and make their additional comments about their children's learning at home. Parents also attend regular progress meetings with their child's key person, which provides a good opportunity for them to share information.

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

Children are happy and well settled in this welcoming and homely environment, where their safety and well-being is given due care. Staff have a clear understanding of their roles and responsibilities and are well aware of the policies and procedures in place to promote this.

The key person system works effectively in establishing positive relationships with the parents and developing close and secure attachments between staff and children. As a result, children show high levels of confidence and enjoy positive relationships within the nursery.

Behaviour throughout the nursery is good and children show high levels of independence,

as they take responsibility for daily tasks and tend to their personal needs. From a very young age children are supported in developing an awareness of safety. Younger children learn to negotiate the stairs safely as they go up and down to the garden. Older children learn the importance of putting toys away to prevent tripping hazards, and to handle utensils correctly when eating their meals.

Children's good health is very well promoted throughout the nursery. All children engage in regular outdoor activities, and babies and young children rest and sleep according to their needs. Children thoroughly enjoy the tasty, healthy and nutritious meals provided, and all children eat well. Good provision is in place to accommodate children's dietary requirements using information sought from parents at the beginning of their child's placement. Mealtimes provide a good opportunity for children to develop their social and independence skills. Many of the younger children can feed themselves and those who need help are well supported by staff. The older children take turns in handing out cutlery and serving each other their meals. Staff sit together to share meals with children and use this time to talk to and listen to the children as they share their ideas and exchange stories. Children therefore gain sound social skills that will prepare them for the next stage in their learning.

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

The registered provider manages the nursery and she has high expectations of the quality of care and learning that is provided for all children. This inspection was brought forward because of a concern raised to Ofsted, that they investigated. Following the investigation the provider was given notices to improve that asked them to ensure that a safeguarding policy and procedure is in place and implemented, and include any allegations made against a member of staff; to train all staff to understand the safeguarding policy and procedures and ensure that all staff have up to date knowledge of safeguarding issues. The provider has been proactive in response and has updated the safeguarding policy to include the aspects as required and staff have attended relevant training on this. They demonstrate a secure knowledge and understanding of their roles, including if they have a concern about another member of staff. The provider was also given notices to improve that asked them to ensure that regard is given to the Government's statutory guidance 'Working together to Safeguard Children' and to ensure staffing arrangements meet the needs of all children and ensures their safety. The provider has the relevant guidance in place and demonstrates that she has a clear understanding of the procedures that she is required to follow, should she have a concern about a child in their care. In addition the provider has recently recruited additional staff, which enables her to deploy staff more effectively, and meet children's needs and ensure their safety.

Robust recruitment and vetting processes are in place, including the successful induction for new staff, which ensures all adults working with the children are suitable to do so. The environment is clean, welcoming and well maintained. Effective risk assessments and daily routines ensure children are cared for in a well-managed environment. Staff deployment is good. For example, high ratios of staff to children ensure that children's needs are well

met throughout the day and enables additional staff to cover during lunch breaks, staff absences and meetings.

The setting demonstrates that they have a strong capacity to maintain continuous improvement because the registered provider demonstrates a strong commitment towards providing a high quality learning experience for all children. Since the last inspection, she has reviewed her staff team and she has made significant changes to enable her to improve outcomes for children. In addition, there are good systems in place for managing staff performance and supporting professional development. There is system of self-evaluation in place, which the registered person is using to identify strengths and areas for improvement. However, the provider has not explored the possibility of involving staff and seeking the views of others, including parents and children to involve them fully in contributing their ideas for improvements.

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

Unique reference number	EY450792
Local authority	Hackney
Inspection number	952574
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	18
Number of children on roll	27
Name of provider	Tam's House Limited
Date of previous inspection	04/02/2013
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, 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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