

# Tara Kindergartens

310-314 Hertford Road, Edmonton, London, N9 7HB

<b>Inspection date</b>	13/06/2014
Previous inspection date	15/01/2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	3
	Previous inspection:	4
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 requires improvement

- Children have access to a well-resourced outdoor area, enabling them to access all areas of learning.
- Staff support children with English as an additional language very well, singing songs from around the world and incorporating language through displays.
- Children's well-being and independence is effectively supported as they form attachments with their key person. Consequently, their personal social and emotional development is well promoted.

### It is not yet good because

- There are limited opportunities to support children's mathematical development through counting, problem solving, adding, subtraction, shape and comparison.
- Staff do not adapt group activities to ensure children learn in line with their stage of development.
- Children have limited opportunities to explore technology to develop their understanding of the world.
- Staff do not consistently encourage children to learn about their own health and safety.

## 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 practice indoors and outdoors.
- The inspector held a joint observation with the manager.
- The inspector looked at a range of documentation in the setting.
- The inspector took into account the views of parents spoken to on the day.
- The inspector held discussions with the manager and staff.

## Inspector

Stephanie Huseyin

## Full report

### Information about the setting

Tara Kindergarten Day Nursery registered in 1997. It is one of five privately-owned nurseries and operates from premises in Edmonton, in the London Borough of Enfield. The nursery is open Monday to Friday from 7.30am to 6.30pm all year round. There are 68 children in the early years age range on roll. The nursery is in receipt of funding for the provision of free early education for children aged two and three years. Staff support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 15 permanent staff, of whom 14 hold a relevant childcare qualification. The cook holds level 2 in catering. The nursery also has bank staff who provide cover to the nursery. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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

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

- develop the educational programmes for mathematics to help children count and recognise numbers, solve problems, compare, and begin to add and subtract
- consider the individual needs, interests, and stage of development of each child to plan and adapt group activities so all children can be fully involved and interested in their learning
- improve the educational programme for understanding the world by enabling children to use technology for particular purposes.

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

- improve opportunities for children to learn about their own health and safety by encouraging them to try healthy foods and providing clear explanation and rules when children use bikes outside.

## Inspection judgements

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

Children are confident and have formed positive attachments with their key person. Staff follow babies' routines which helps them to settle well. Children have good relationships with staff who know them well because they find out about children's likes and dislikes

when they first start at the nursery. Generally, they build this knowledge into plans to help children settle well. The nursery is organised and resources are accessible to children enabling them to make independent choices in their play. However, some adult-led activities, such as story times, are not adapted to meet children's differing capabilities. This leads to children becoming fidgety and losing interest, which hinders their learning.

Staff provide many learning opportunities to help children prepare for school. For example, they are beginning to recognise the sounds that letters make. They tell staff that, 't' is for train and 'q' is for question. However, staff do not promote children's mathematical development as well. There are few opportunities for children to count, recognise numbers, compare, add and subtract. Staff help children move through the nursery with ease. They help children get to know their new key person and become familiar with the new learning environment before they move. This helps them settle, and prepares them for other changes, such as starting school.

Children have access to a computer room. However, the computers are not set up for use, and there are few alternative resources to promote children's understanding of early technology. Other aspects of children's understanding of the world are well promoted. For example, staff help children to understand and value difference by talking with them and celebrating special cultural or religious events. For instance, children are given the opportunity to sing nursery rhymes in a variety of different languages, and staff use key words in the child's home language to support their acquisition of English. Children who are learning English are encouraged to use their home language in their play, and they confidently teach their friends to say 'hello' in their own language. Staff provide a range of resources that positively reflect diversity and a range of languages are displayed to show that other cultures are valued.

Management and staff have reviewed and improved planning systems since the last inspection. They clearly identify children's starting points through assessment and work together with parents to share information regarding their child's learning. Staff follow appropriate systems to observe and assess children's learning and development. They provide daily feedback to parents and use shared journals to record children's achievements, experiences and general information. Parents contribute to children's journals to share their development and special information from home to help staff support children's individual needs. Parents are happy with the nursery. They comment, 'Staff meet the needs of my child well' and 'staff are aware of his development needs'.

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

Children are confident and content in the nursery. Staff teach children about some aspects of their own safety. For example, they remind each other of why it is important to sit down when eating or drinking. Staff teach children to behave in safe ways, by using 'kind hands' and practising 'good listening'. However, staff do not always remind children to keep themselves safe while using the bikes outside, so they crash into one another. Staff encourage children to take responsibility for their personal needs independently. This has been developed since the last inspection. Children use the bathroom independently,

washing their hands at appropriate times. Visual signs are displayed to remind children of good hygiene practice. Staff change nappies in comfortable, private and clean areas, and interact well with young children during this time.

Children behave well overall, because staff have very clear expectations of children's behaviour. Staff use a gentle approach with the children and make good use of praise to motivate them to behave well. Staff encourage children to think about the consequences of their actions and to consider possible suitable alternatives, as necessary.

Children are very independent at mealtimes. For example, they pour and serve their own drinks and self-serve at mealtimes. A nursery cook provides balanced, healthy meals and snacks, which cater for special dietary needs. However, staff do not always encourage children to try vegetables when they are reluctant to put them on their plate. In addition, children do not always see staff eating their vegetables to demonstrate healthy eating habits. Other aspects of children's health are well promoted. Children practise their physical skills on a range of outdoor apparatus and they benefit from playing in the fresh air on a daily basis.

Children are prepared for school because local teachers visit the nursery to get to know children before they start. This helps them to settle readily.

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

Management have a clear understanding of the safeguarding and welfare requirements. Staff help to keep children protected from harm. For example, they carry out daily health and safety checks on all aspects of the environment and practise regular fire drills with the children. Most staff team are trained in paediatric first aid and this helps to promote children's welfare. Recruitment procedures are robust and staff are checked to assess their suitability for their roles, to help ensure children are cared for by suitable adults. Staff have received safeguarding training and have good knowledge of the procedures to follow if they are concerned about a child.

The manager has recently developed staff appraisals and staff supervision to identify underperformance and offer training and support to staff. For instance, staff attended training on ways to manage challenging behaviour. Consequently, staff are able to use a greater range of effective strategies and children's behaviour is good. The manager has introduced systems to monitor the quality of planning and assessments. However, there are still weaknesses in the delivery of mathematics and some aspects of understanding the world.

Staff have developed sound partnerships with others involved in children's care and learning. For example, links with local schools help children who will soon be starting the next stage of their learning. Partnership with parents is developing well. Staff keep parents informed of their children's progress and provide opportunities for parents to contribute to their children's learning. Management has sufficient knowledge of the

strengths and weaknesses of the nursery and have some clear priorities for improvement. For example, the outdoor area has been developed to provide wider learning opportunities for children. Management and staff have made significant improvements since the last inspection, and they demonstrate a commitment to make continuous improvements to promote the interests of children.

### **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	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>	135405
<b>Local authority</b>	Enfield
<b>Inspection number</b>	974377
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	70
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Raj Nagendran
<b>Date of previous inspection</b>	15/01/2014
<b>Telephone number</b>	020 8804 4484

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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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