

# Tara Kindergartens

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



## Inspection date

4 June 2015

Previous inspection date

13 June 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Requires Improvement	3
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff observe children regularly. They make accurate assessments of how well children are developing and what interests them. This information helps staff to plan a wide range of interesting and exciting activities to help children learn.
- Children make good progress in their learning. Those who speak English as an additional language receive good support. For example, they are able to choose their snacks with the help of pictures and words in both English and their home language.
- Children develop good relationships with adults and with each other. They behave well and are kind and considerate to others. Pre-school children talk with their friends when they want the same toy so they sort out the problem without arguing or getting upset.
- Staff have a clear understanding of how to recognise when a child might be at risk of harm and what action to take.
- The manager's clear vision and determined drive has helped to improve the quality of provision quickly. Opportunities for children to learn in different ways have been extended effectively.

### It is not yet outstanding because:

- Staff are at an early stage of improving how they check the progress made by different groups of children.
- The nursery has not managed to find enough successful ways to encourage all parents to support their children's learning at home.

## What the setting needs to do to improve further

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

- strengthen the systems for tracking the progress made by different groups of children, so that any gaps identified can be addressed without delay
- extend the strong relationships the nursery already has with parents by finding additional ways of encouraging all parents to support their children's learning.

### Inspection activities

- The inspector observed children's activities both indoors and outside.
- The inspector spoke with the manager, staff and children at appropriate times during the day.
- The inspector took account of the views of parents spoken with during the day.
- The inspector carried out two joint observations with the manager.
- The inspector reviewed a range of documentation including children's assessment records, evidence of checks on staff suitability and qualifications, the nursery's self-evaluation and action plan, accident records and a selection of policies and procedures.

### Inspector

Marian Pearson HMI

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Children enjoy being at the nursery as staff provide them with lots of interesting resources and exciting activities to help them learn. For example, following a visit to a local bread shop, children learn how to weigh ingredients and how heat makes dough change as they make their own bread. Older children gain the skills they need to be ready for school. Staff teach them about letters and the sounds they represent. Some children put these sounds together to read words. Very young children develop good communication skills as staff hold 'conversations' with babies and encourage toddlers to repeat words by speaking very clearly. Staff check children's progress regularly and, together with parents, seek help quickly for any child who might need additional support. As a result, individual children make good progress, given their different starting points. A system to track and monitor the progress made by different groups of children is at an early stage.

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

Children settle quickly and form secure bonds with adults. Staff use detailed information provided by parents to get to know children well and provide for their needs effectively. Parents' feedback has been acted on promptly to improve arrangements when children move rooms. Children are well supported during these transitions. Children are taught to respect other people and their environment. Very young children put their toys away to make the room tidy before lunch. Older children learn about different cultures as they listen to music from different countries that their friends bring from home. Mealtimes are social occasions as children sit and talk with their friends. Children understand which foods are healthy. They decide how much food to serve themselves and practise using cutlery without help. This helps to develop their independence. Young children manage risks well as they try out different ways to get down from the climbing frame safely. Babies extend their physical skills confidently as they dance enthusiastically and explore how to climb under and over the soft-play equipment.

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

The manager knows what the nursery does well and has a clear plan for further improvements. Her good understanding of the learning and development requirements has resulted in prompt changes to improve the provision. For example, children no longer use a separate room to learn about technology. They enjoy using different equipment in their play to take photos of their friends with cameras and give messages through the internal telephone system. Senior staff act as positive role models while working alongside their team. They provide useful feedback for staff to improve practice. As a result, the quality of teaching is consistently good. Strong processes are in place to help keep children safe. The manager takes prompt and appropriate action if there are any concerns about children's well-being or safety. Staff encourage parents to be involved in their children's learning by loaning 'home-learning' bags and inviting them on outings. Not all parents take advantage of these opportunities to extend their children's learning at home.

## Setting details

<b>Unique reference number</b>	135405
<b>Local authority</b>	Enfield
<b>Inspection number</b>	1013766
<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>	80
<b>Name of provider</b>	Raj Nagendran
<b>Date of previous inspection</b>	13 June 2014
<b>Telephone number</b>	020 8804 4484

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, 51 weeks of the year. There are 80 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 three and four years. Staff support children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs 13 staff to work with the children; all hold a relevant childcare qualification. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2015

