

Inspection date

22 March 2016

Previous inspection date

28 June 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The quality of teaching throughout the nursery is outstanding. Staff are highly qualified, experienced and knowledgeable. They truly recognise that each child is unique. They thoroughly ensure that children make excellent progress in their learning, according to their starting points and capabilities.
- Collaboration with parents is exceptional. Management and staff highly value parents as partners and place the highest priority on working in true partnership with them. Numerous parents speak extremely highly of how the staff care for and value their children.
- Children's emotional well-being is of paramount importance to every member of staff. The staff continually research and attend training to give them the best possible understanding of how to understand and support children.
- Staff provide a rich, vibrant learning environment, where the children are highly stimulated. Staff have a superb understanding of how each child learns and deliver varied and imaginative play experiences for children, both indoors and outdoors.
- Disabled children and those with special educational needs are an integral part of this outstanding nursery. Staff work exceptionally well with parents and other professionals to ensure that all children's individual needs are met. All staff are passionate and excited to see every child thrive in their care.
- Leadership is inspirational. All those working within the nursery are truly dedicated and passionate about what they do. This helps to continually drive forward the quality of the provision and promote the best possible outcomes for all children.

What the setting needs to do to improve further

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

- exploit every opportunity to extend staff's ongoing professional development, in order to maintain the exceptionally high quality of teaching and outstanding outcomes for children.

Inspection activities

- The inspector observed activities, both indoors and in the outside play areas, and talked to the staff and children at appropriate times.
- The inspector carried out a joint observation and held a meeting with the manager.
- The inspector looked at children's assessment records, planning documents and a range of other documents, including the safeguarding procedure.
- The inspector checked evidence of the suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and of the nursery's self-evaluation form.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Staff's skilful implementation of safeguarding procedures ensures that all children are protected from harm. Robust recruitment processes are followed to make sure the best possible staff are employed. Excellent programmes for staff supervision help to ensure that the quality of teaching at the nursery is exceptionally high. The extremely well-qualified staff team is supported by a highly effective programme of professional development. The impact of training is highly evident in staff's practice. For example, all staff have a deep understanding of patterns of learning that children use. The manager has even more plans to provide high-quality training for staff to increase their already excellent knowledge of children's emotional well-being. The manager reflects on the views of children, parents and staff and implements highly beneficial changes to help children have the best start to their education.

Quality of teaching, learning and assessment is outstanding

Staff successfully support and promote children's development and have high expectations of what children can accomplish. They consistently take account of parents' views about their children's abilities and achievements, skilfully identifying and planning for their next steps in learning. All children are eager to investigate the many high-quality experiences on offer. The enthusiastic staff ensure these activities very effectively help to promote their all-round development. Children are confident to explore the exciting range of sensory resources. They enjoy the feel of clay on their hands and make marks in it with tools. Staff sensitively teach mathematics as they model the use of words, such as heavy, and demonstrate making shapes with the clay. Children use real tools and wood in the garden. They understand how to use the tools safely and enjoy pretending to be builders.

Personal development, behaviour and welfare are outstanding

Children are developing excellent attitudes to learning and are extremely confident and self-assured. Staff place an exceptionally high emphasis on promoting children's emotional well-being and are skilled in supporting them during settling-in times. Children's physical development is extremely well promoted through daily activities. For example, they enjoy outdoor play and staff understand the benefits of providing activities on a large scale. Children are extremely confident and proficient in their own self-care. They choose when to eat their healthy snack and understand the reasons for regular handwashing. Staff have an excellent understanding of how the environment has an impact on children's learning. They adapt and change the planning, resources and the layout of the rooms to promote children's learning to an exceptionally high level.

Outcomes for children are outstanding

All children, including disabled children and those with special educational needs, make consistently high rates of progress in relation to their starting points. Children are highly motivated and very eager to join in, demonstrating their enthusiasm and enquiring minds and their growing confidence and self-assurance. Staff work extremely hard to ensure that all children have the necessary emotional and educational skills to support them in the next stage of their learning, including school.

Setting details

Unique reference number	EY216919
Local authority	Barnet
Inspection number	1024257
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	26
Number of children on roll	30
Name of provider	Kisharon
Date of previous inspection	28 June 2011
Telephone number	0208 201 8488

Tuffkid was registered in 2003. The nursery employs eight members of childcare staff. Of these, three hold appropriate early years qualifications at level 3, one holds Early Years Teacher status and the manager holds a master's degree. The nursery opens from Monday to Friday during school term times, from 9am until 12.45pm, with an additional service for parents who request extra hours from 12.45pm until 2.45pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports disabled children and those with special educational needs.

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