

Tara Kindergarden Uxbridge

Lawn Road, Uxbridge, UB8 2TJ



Inspection date	22 April 2016
Previous inspection date	30 April 2013

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The managers are successful in driving improvements forward. They set high standards to ensure staff provide children with good care and education. Managers encourage regular and ongoing training to ensure staff's knowledge is up to date and benefits the children.
- Partnerships with parents are good. Key persons build positive relationships with parents and they share information together that helps children to settle and feel secure. Parents speak with warmth about the care that the staff show towards their children and that they keep them well informed about their children's learning.
- Staff make regular assessments of what the children know and can do. They carefully plan activities using children's interests to help children develop. Children make good progress in their learning.
- Children's behaviour is good. They treat each other with respect while learning together. They take turns, share and use the resources well.

It is not yet outstanding because:

- Staff sometimes miss opportunities to challenge children effectively during daily routines and activities, to extend their learning fully.
- Managers do not precisely monitor groups of children's assessments for accuracy to identify any less obvious gaps in their learning.

What the setting needs to do to improve further

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

- monitor assessments made of children's progress for accuracy and to identify any less obvious gaps in their learning
- strengthen teaching to provide more challenge during daily routines and activities, to fully extend children's learning.

Inspection activities

- The inspector viewed all areas of the nursery.
- The inspector sampled a range of documents, including admissions, risk assessments, first aid certificates, some policies, children's progress records and accident records.
- The inspector held a meeting with the area manager and manager.
- The inspector spoke to several parents and considered their views about their children's progress and the role of the key person.
- The inspector conducted a joint observation and invited the manager to evaluate the quality of teaching.

Inspector

Jameel Hassan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Managers use detailed risk assessments and audits that contribute well to keeping children safe. They ensure all staff understand and follow procedures to protect children's welfare. Managers meet with staff regularly to review children's progress and to identify professional development. For example, staff have attended training that has helped them to respond to children's needs so that children feel more relaxed. Children build strong attachments that help them to feel secure and ready to learn. Managers involve parents and children in the evaluation of the nursery and use their ideas. For example, they use children's interests to plan activities that help to engage children in learning.

Quality of teaching, learning and assessment is good

Staff have a good knowledge of individual children, which helps them to plan activities that encourage them to join in activities. Staff make assessments when children first start and regularly observe and assess their ongoing development. They use the assessments to plan activities to help extend children's learning. Staff promote children's mathematical and speaking skills well. For example, staff sang with children, extending their knowledge of counting numbers in order and subtracting one at a time. Parents receive regular feedback from staff on how their children are progressing, and share what their children can do at home. Staff provide ideas to extend children's learning at home. This shared approach promotes good continuity in children's learning.

Personal development, behaviour and welfare are good

Key persons help children to form happy and secure attachments and to get to know and trust other staff. Staff are good role models. They model the good use of language while engaging children in conversations and play. Staff encourage children to become independent learners and responsible for their personal needs. They help children to get along and bring them together for social occasions, such as snack. For example, children sit together and talk about what they enjoy learning and what they will do next.

Outcomes for children are good

Children, including those who have special educational needs or disability and those who are learning English as an additional language, learn a good range of skills that prepare them well for their next stage of learning. Children settle quickly and are ready to play and learn. They engage in activities and respond well to instructions. Children communicate with confidence, develop good social skills and behave well.

Setting details

Unique reference number	139119
Local authority	Hillingdon
Inspection number	1028346
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 4
Total number of places	40
Number of children on roll	42
Name of provider	Raj Nagendran
Date of previous inspection	30 April 2013
Telephone number	01895 814788

Tara Kindergarten Uxbridge registered in 1996. It operates from a converted church hall in Uxbridge town centre in the London Borough of Hillingdon. It is one of five settings owned by the same provider. The nursery is open each weekday from 7.45am to 6pm for 51 weeks of the year, closing at Christmas and on bank holidays. The nursery currently supports a number of children who have special educational needs or disability and those who are learning English as an additional language. The nursery receives funding for the provision of free early education to children aged two, three and four years. The nursery employs 10 staff. All staff hold relevant childcare qualifications. The nursery also employs a cook.

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