

Tara Kindergartens

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



Inspection date

8 May 2017

Previous inspection date

4 June 2015

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
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 requires improvement. It is not yet good because:

- The manager does not ensure written progress checks for two-year-old children are completed consistently and in a timely manner.
- Self-evaluation processes are not rigorous enough. The manager recognises the setting's strengths and areas of weakness. However, she does not take swift action to make changes in practice and ensure that she meets all requirements.
- At times, children do not have access to a wide range of experiences to help extend their learning about diversity and different people in the community.
- On occasions, staff do not provide children with challenging experiences that precisely match their individual stage of development to enhance their learning even further.

It has the following strengths

- Children are secure, happy, confident and independent. Staff form warm, caring relationships with them and support their emotional needs effectively.
- Overall, staff plan interesting, stimulating activities for children in a well-organised environment to help support their development. Children concentrate well and are keen to join in.
- Children make good progress and develop the necessary skills in preparation for their future learning. For instance, children enjoy helping staff make modelling dough to play with. They learn to pour ingredients carefully and use their hands to mix. This helps develop their physical skills well.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

Due Date

- complete a written summary of children's progress between the ages of two and three years consistently for all children. 30/06/2017

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

- improve self-evaluation processes and identify and swiftly target all areas of practice that require improvement
- provide children with a wider range of opportunities to learn about different people and communities in order to enhance their growing understanding of the world
- strengthen staff's teaching during activities to help refine children's learning experiences and offer more precise challenges that match their individual development.

Inspection activities

- The inspector observed the interactions between staff and children as they engaged together in activities.
- The inspector and the manager undertook a joint observation of a teaching activity.
- The inspector held discussions with the manager and staff during the inspection about children's care and the activities provided for them.
- The inspector took into account the views of the parents and carers spoken to on the day and engaged with children at appropriate times.
- The inspector viewed documentation during the inspection, such as the setting's policies and procedures and children's assessment folders.

Inspector

Anneka Qayyum

Inspection findings

Effectiveness of the leadership and management requires improvement

Safeguarding is effective. The manager and staff know how to recognise and report any signs that indicate a child may be at risk of harm. However, the manager does not use the evaluation process effectively to target areas for improvement and breaches in requirements. Staff have failed to ensure written progress checks for two-year-old children are completed consistently and have not shared summaries with parents to provide them with a clear, at-a-glance view of their child's overall development. This does not fully ensure a joint approach to learning at home and at the setting to help children make the best possible progress. Despite this, the manager acts on the advice of other early years professionals. For instance, she has addressed the weaknesses raised at the last inspection. Furthermore, she monitors staff's teaching skills generally well, such as through regular supervisions. She offers good opportunities for staff to develop their skills, such as through training sessions.

Quality of teaching, learning and assessment is good

Overall, staff teach children well. They make regular observations of what they can do and use this to extend their learning. However, at times staff miss opportunities to offer children suitable challenges to enhance their skills even further. They plan around children's interests well to support their involvement and enjoyment. Children have good opportunities to develop their early reading skills. For instance, staff read with children, model how to hold books and turn pages. Children enjoy saying parts of the story that help develop their storytelling and language skills.

Personal development, behaviour and welfare are good

Staff share their behavioural expectations with children to help them understand what is acceptable. They teach them to be polite and help them to learn good manners, such as encouraging them to say thank you. Children eat nutritious foods and learn how to be healthy. They benefit from being physically active, such as while using apparatus outdoors. Children engage in some activities that reflect their own backgrounds to help them respect others. However, staff do not provide a broad range of experiences for children to deepen their understanding of different people in the community.

Outcomes for children are good

All children make good progress from their starting points and gain the skills they need to be ready for the next stages in their learning. For instance, older children enjoy serving their own food at lunchtime and learn to do things for themselves. They learn to communicate well with others and speak clearly. Babies enjoy exploring and toddlers learn to babble and use words in context.

Setting details

Unique reference number	135405
Local authority	Enfield
Inspection number	1089518
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	0 - 5
Total number of places	70
Number of children on roll	113
Name of registered person	Raj Nagendran
Registered person unique reference number	RP908792
Date of previous inspection	4 June 2015
Telephone number	020 8804 4484

Tara Kindergartens registered in 1997. It is located in Edmonton, in the London Borough of Enfield. The nursery is open Monday to Friday, from 7.30am until 6.30pm, for 51 weeks of the year. The nursery employs 15 staff, all of whom hold appropriate early years qualifications. The manager holds an appropriate early years qualification at level 6. The provider is in receipt of free early education for children aged two, three and four years.

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