

Tamba Beckton

Winsor Park Community Centre, 20 Warwall, London, E6 6WG



Inspection date

Previous inspection date

24 November 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Inadequate	4
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Inadequate	4
Quality of teaching, learning and assessment		Inadequate	4
Personal development, behaviour and welfare		Inadequate	4
Outcomes for children		Inadequate	4

Summary of key findings for parents

This provision is inadequate

- The provider has failed to evaluate the significant weaknesses in her provision, including security at the entrance of the nursery. Unauthorised persons are able to gain access to the premises. This compromises children's safety. This breach also relates to the Childcare Register requirements.
- The provider does not effectively ensure staff understand their roles and responsibilities in meeting the learning and development requirements and assessing risks to children. She provides some supervision and some training opportunities, but these are ineffective as staff fail to support all children and be alert to potential risks.
- The provider does not ensure staff meet children's individual learning needs. This significantly impacts on the progress of all children, specifically those who have special educational needs and/or disabilities.

It has the following strengths

- Staff develop warm, caring relationships with children, who are confident and happy.
- Staff develop professional relationships with parents and speak to them regularly about their child.

What the setting needs to do to improve further

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

	Due Date
■ take all reasonable steps to ensure staff and children are not exposed to risks, in particular in relation to the security of the premises	04/12/2017
■ review and improve the systems to monitor staff performance and to ensure they have the skills and knowledge needed to provide consistently good teaching and care	24/12/2017
■ strengthen the arrangements to assess children's individual learning needs and target teaching, to support them to make good progress, including children who have special educational needs and/or disabilities.	24/12/2017

Inspection activities

- The inspection took place following the risk assessment process.
- The inspector observed the staff's interactions during activities indoors and outdoors, and looked at a range of resources and equipment. The inspector talked with parents, the provider, staff and children at appropriate times during the inspection.
- The inspector sampled a range of documentation, including children's details, learning records, insurance and other relevant documentation.
- The inspector held discussions with the provider about policies and procedures and methods of assessing and planning for children's progress. The inspector also discussed how staff work with parents and other providers.

Inspector

Caroline Preston

Inspection findings

Effectiveness of the leadership and management is inadequate

Safeguarding is ineffective. The setting notified Ofsted that a child left the premises unattended. Despite stating that the security of the premises had been improved since the incident, on the day of the inspection the entrance door was not secure. Parents opened the door to other adults and the door was left open for some time. Staff in the vicinity ignored the security risk and the door was eventually closed by the cook. This compromises children's safety. Staff adequately supervise children in the playrooms and are appropriately deployed. Staff know how to identify any child protection concerns and follow reporting procedures. The provider knows to notify Ofsted of any significant incidents. She understands the importance of maintaining confidentiality, keeps the required records and effectively shares relevant information with parents. The provider ensures that all staff are suitable to work with children. She follows relevant procedures when identifying weaknesses in staff performance. For example, she provides supervision and some training opportunities. However, these systems are ineffective as staff do not recognise or take appropriate action to meet the needs of all their key children. The provider ensures appropriate procedures are in place to collect children after school.

Quality of teaching, learning and assessment is inadequate

Although staff carry out observations and assessments, these are not used to plan appropriate teaching and learning strategies, including to identify children who are falling behind in their learning. Staff have a poor understanding and knowledge of how to support children who have special educational needs and/or disabilities, resulting in ineffective teaching that is not matched to the children's needs. Staff adequately support some children to develop their physical development. For instance, children enjoy climbing and riding wheeled toys. Staff some help children develop their creative skills. For example, children make marks with paint and young babies make hand prints.

Personal development, behaviour and welfare are inadequate

Staff do not support children to understand how to keep themselves safe. In addition, the ineffective key-person arrangements mean that the care needs of some children are not addressed effectively. Staff manage behaviour appropriately. Children are well behaved and understand the consequences of their actions. Staff support children's understanding of diversity. For example, they celebrate children's differences, such as through different cultural festivals. Staff support children's understanding of healthy lifestyles and provide them with sufficient amounts of nutritious food at mealtimes.

Outcomes for children are inadequate

Children, and in particular those children who have special educational needs and or/disabilities, make insufficient progress in their learning. Overall, children are not prepared well for their future learning, including moving to school. Young babies make secure attachments with staff and are settled and happy. Young babies enjoy crawling and walking and are inquisitive.

Setting details

Unique reference number	EY541782
Local authority	Newham
Inspection number	1117913
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	1 - 4
Total number of places	64
Number of children on roll	55
Name of registered person	Tamba Day Nursery Ltd
Registered person unique reference number	RP527696
Date of previous inspection	Not applicable
Telephone number	07810582050

Tamba Beckton opened in 2017. The setting operates from Winsor Park Community Centre in Beckton, in London Borough of Newham. The setting is open each weekday, from 7.30am to 6.30pm, for 51 weeks of the year. The setting provides a breakfast club and after-school club from 7.30am to 8.30am and 3.15pm to 6.30pm, during term time only. The holiday play scheme provides care from 7.30am to 6.30pm during school holidays. The provider is in receipt of funding for children aged two, three and four years. The provider employs 13 staff, of whom 10 hold appropriate early years qualifications from level 2 to level 4.

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.

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