

Tara Kindergartens

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



Inspection date	4 January 2018
Previous inspection date	8 May 2017

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	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

- Staff establish effective partnerships with parents and other professionals. They share regular information about the children's care and learning needs, and offer ideas to extend learning further at home to provide continuity.
- Staff teach children new skills effectively to help them progress well. Children are encouraged to be independent and are prepared for the next stages in their learning, including moving on to school.
- Children enjoy healthy food at lunch and snack time. They learn about making healthy choices and eagerly join in with cooking activities.
- Managers evaluate the provision regularly and encourage staff, children and parents to contribute ideas for improvements.
- The nursery helps children learn about a wide variety of festivals, including Halloween, Christmas, Eid and Chinese New Year. Children learn to accept and value different cultures, they make regular visits to the local market and visit people in the community, such as the police and the dentist.

It is not yet outstanding because:

- Staff do not consistently seek information from all parents about children's starting points to know how to plan accurately for every child as soon as they start at the nursery.
- Staff do not always make effective use of observation and assessment systems to precisely plan for children's next steps in their learning to ensure gaps in learning are swiftly identified and are closing.

What the setting needs to do to improve further

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

- improve the information gained from all parents about children's starting points, to more accurately plan as soon as children start
- strengthen the arrangements for planning, monitoring and tracking children's achievements, to help to identify and provide for children's next steps in learning even more precisely, in all areas of their development.

Inspection activities

- The inspector observed staff interactions with children during a range of activities indoors and outdoors.
- The inspector spoke with the manager, staff and children at appropriate times.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents and took account of their views.
- The inspector sampled a wide range of documentation, including staff suitability checks, children's development records and attendance registers.

Inspector

Christine Lamey

Inspection findings

Effectiveness of the leadership and management is good

The manager uses a variety of sources to accurately evaluate the quality of the care and education, including feedback from parents. The recommendations made at the last inspection have been met well by the dedicated manager and staff team. Staff receive good training opportunities and ongoing monitoring and developmental plans help to build on staff practice. For example, staff have recently attended training which has helped them to be more creative when planning for messy play. Safeguarding is effective. Staff have a suitable understanding of the setting's safeguarding policy and know what action to take should they have any concerns about children's safety or the suitability of their colleagues. The manager has developed good links with the local authority and uses its help and support well to improve the provision.

Quality of teaching, learning and assessment is good

Staff carefully set out the resources in all of the rooms so that they are accessible to children according to their age and stage of development. This enables all children to independently find something to do which interests them, such as listening to a story or playing with water. Staff support children well in their play and effectively facilitate learning. For example, older children make their own play dough, they choose flavours and colours to make 'chocolate dough', and discuss the smell and feel of the dough as they experiment. Younger children scream with delight as they chase and catch bubbles in the air and chase moving lights around the room. Staff use opportunities well to develop children's understanding of numbers, shapes and sizes. Children count the trains on the train track, identify their colours and sort the largest from the smallest.

Personal development, behaviour and welfare are good

Children are encouraged to learn how to show consideration to one another, they are well behaved and take turns easily. Babies share warm relationships with the staff who care for them, they enjoy having a cuddle and involving staff in their play. Children, including babies, are confident and eager to learn to be independent and to make decisions. For example, those in the baby room soon learn to use a spoon and fork to feed themselves. Older children dish up their own food, scrape plates and follow instructions well as they place their dirty plates on the bottom shelf of the trolley and collect their dessert from the top shelf. All children have good opportunities to be physically active and develop healthy lifestyles.

Outcomes for children are good

All children make good progress from their individual starting points, including those who have special educational needs (SEN) and/or disabilities. Children learn to recognise and form letters and words, for example, when they identify their names on their own placemats at lunchtime and find their names on arrival. Children participate enthusiastically in activities and maintain good levels of concentration during play and group activities, such as circle time. Children develop good skills that help them to prepare for school.

Setting details

Unique reference number	135405
Local authority	Enfield
Inspection number	1099398
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 - 4
Total number of places	70
Number of children on roll	52
Name of registered person	Raj Nagendran
Registered person unique reference number	RP908792
Date of previous inspection	8 May 2017
Telephone number	020 8804 4484

Tara Kindergartens registered in 1997. It is situated 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 12 staff, 11 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.

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2018

