

Tamba Day Nursery Ltd

29 Mansfield Road, Ilford, Essex IG1 3BA



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| Inspection date | 31 May 2019 |
| Previous inspection date | 7 November 2016 |

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

Summary of key findings for parents

This is a provision that requires improvement

- Teaching is variable across the setting. Some staff have a limited understanding of the learning and development requirements and how to implement them to extend children's learning and ensure that children are challenged sufficiently well. This has an impact on children's progress.
- Leaders have arrangements for the supervision of staff to help identify areas for further development. However, they have not addressed all aspects of teaching, including some staff interactions with children, to improve the overall quality of teaching to a consistently good level.
- Some staff in the pre-school room lack sufficient skills to manage children's challenging behaviour effectively. Strategies adopted are not consistently followed by all staff, leaving children unable to develop a consistent understanding of the expectations of positive behaviour.

It has the following strengths

- Leaders use advice from other professionals well to help identify areas for improvement. They have improved the recruitment and induction procedures to ensure that all new staff are suitable and understand the setting's policies and procedures as they commence their employment.
- Staff are friendly, caring and approachable. They provide a welcoming and well-resourced learning environment indoors and outdoors.
- Staff promote children's language and communication skills well. They teach children who speak English as an additional language how to communicate their needs and interests using signing with their hands, as well as teaching them new words.

What the setting needs to do to improve further

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

| | Due date |
|---|------------|
| ensure that strategies to manage children's behaviour in the pre-school room are consistent, positive and support children to understand what is appropriate behaviour and why. | 28/06/2019 |

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

- support staff to improve their knowledge and understanding of the learning and development requirements so that children consistently benefit from challenging and enjoyable experiences that are tailored to their individual needs, to help them to make good or better progress in their learning
- improve supervision arrangements to further provide professional development opportunities for staff to improve their personal effectiveness in their teaching role.

Inspection activities

- The inspection was carried out as part of Ofsted's risk assessment process.
- The inspector observed teaching practices and the impact these have on children's learning.
- The inspector undertook two joint observations with the manager and discussed staff's practice with her.
- The inspector held meetings with the provider, area manager and manager of the nursery.
- The inspector sampled a range of documentation, including the recruitment and induction procedures, staff supervision and children's learning records.
- The inspector took account of the views of parents, staff and children spoken to on the day of the inspection.

Inspector

Joanna Wilkinson

Inspection findings

Effectiveness of leadership and management requires improvement

Safeguarding is effective. All staff are aware of their duty to keep children safe. They know what steps to follow if they have a concern about a child's safety and well-being. Staff understand the setting's whistle-blowing policy and know how to directly contact the local authority's designated safeguarding officer. The building is regularly assessed and risks are reduced or controlled. Leaders have monitoring systems in place to identify weaknesses in practice and provide training to enhance staff knowledge and skills. However, these systems are not yet fully embedded and need some more time to show an impact on improving the quality of the staff's practice. The manager has procedures in place to track and monitor children's progress. Where these are used effectively, they help to ensure any gaps in children's development are identified and addressed in a timely manner. Parents comment that staff regularly share information with them about their child's time at nursery.

Quality of teaching, learning and assessment requires improvement

Children enjoy exploring the resources and playing alongside each other. Staff sit with babies and provide toys that engage their interest. Toddlers enjoy making marks on paper. Older children enjoy focused activities to develop their communication skills. Overall, staff plan generally well to provide a variety of play activities. However, the quality of teaching is inconsistent. Staff do not always challenge and extend children's learning during free play. For instance, staff sit with children and talk to them. However, at times, children become bored and slightly restless and staff miss opportunities to extend learning even further. Some staff have a weak understanding of the early years foundation stage. Some staff do not have a robust understanding of how to support children's learning throughout the day effectively.

Personal development, behaviour and welfare require improvement

Children settle well and the key-person and buddy system is effective in meeting children's care needs and emotional well-being. Younger children's behaviour is promoted well. However, staff do not manage the challenging behaviour of some of the older children consistently well. On occasions, staff in the pre-school room are not effective in promoting the expectations of children's good behaviour and the impact of their actions on others. Staff check areas for safety and ensure that children follow regular routines to support their health and well-being. For instance, babies and younger children regularly rest during the day, and staff ensure that bedding is clean and changed frequently. Staff promote children's good health and help them develop independence during daily routines. For example, children learn to wash their hands and brush their teeth after mealtimes.

Outcomes for children require improvement

Children are generally prepared for their next stage of learning, such as school. For example, they are familiar with routines and willingly join in with activities. Children develop their listening skills. Older children learn to recognise letters and develop their early writing skills. However, weaknesses in the quality of teaching mean that children do not make the best progress of which they are capable.

Setting details

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| Unique reference number | EY265972 |
| Local authority | Redbridge |
| Inspection number | 10108210 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Day care type | Full day care |
| Age range of children | 0 - 8 |
| Total number of places | 63 |
| Number of children on roll | 82 |
| Name of registered person | Tamba Day Nursery Ltd |
| Registered person unique reference number | RP527696 |
| Date of previous inspection | 7 November 2016 |
| Telephone number | 0208 553 1513 |

Tamba Day Nursery Ltd registered in 2003 and operates from a large two-storey house in Ilford, in the London Borough of Redbridge. The provider employs 13 members of childcare staff, 11 of whom hold relevant childcare qualifications at level 2 or above. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6.30pm. The nursery also provides out-of-school care during school holidays for children aged from five years to under eight years. The nursery provides funded early education for two-, three- and four-year-old children.

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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