

Inspection of Tamba Day Nursery Ltd

29 Mansfield Road, Ilford, Essex IG1 3BA

Inspection date: 29 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children are relaxed and happy in a welcoming environment. Their creative work is proudly displayed on the walls. They enthusiastically share their news with staff, who show real interest in what they do and say. Some of the children have been away from the setting due to the COVID-19 (coronavirus) pandemic. They have quickly settled back into a familiar routine with the support of attentive staff.

Staff have high expectations of what children can achieve. They have a clear understanding of the curriculum and what children need to learn. Play areas are interesting and reflect children's interests and needs. For example, older children learn new words and skills as they use tablet computers to take photographs of their portraits.

Children are encouraged to talk about their feelings. They use the large mirror to look at their expression, then they consider which one of the masks matches their face. They chatter together as they consider how they feel.

Children behave well. They are able to manage their own behaviour and that of others. For example, they remind each other about the golden rules and use 'kind hands' to help each other. Staff introduce 'Barney bear' to younger children to help them to understand 'better' behaviours.

What does the early years setting do well and what does it need to do better?

- Children are free to choose from the activities available. They make choices and develop independence. For example, children select activity cards to plan tomorrow's activities. A vision board with 'what now and what next' helps children to understand time, and what is expected of them.
- Successful partnerships with parents enable staff to meet children's needs effectively. Parents feel well informed about what is planned at the setting and how they can support their child. Leaders and managers encourage children and parents to share their views. This supports their decisions about how they can improve the setting.
- Staff support all children to be confident and active learners. After snack time, children consider where to place their empty cup and plate. They become familiar with simple care routines as they wash and dry their hands.
- Children enjoy healthy, balanced and nutritious meals and snacks in the nursery. Meals are carefully planned to meet all children's needs and preferences. Parents have high praise for the cook. She listens to their requests and delivers rich and interesting meals. Mealtimes are social times, and promote children's independence. For example, children serve themselves and pour their own drinks.

- Leaders, managers and staff work well together and share the same vision. They have successfully addressed the actions raised at the last inspection. The management team is relatively new, but has established good working relationships with staff and parents. At times, staff do not allow sufficient time for children to solve problems for themselves and to further develop their thinking skills.
- Children going to school this year have benefited from small-group activities. They show real curiosity and are keen learners. For example, children gather to work with large blocks of ice. They consider whether it is a solid or a liquid as the ice melts and forms pools of water.
- Staff work well with other professionals to provide appropriate support and continuity in learning for children with special educational needs and/or disabilities. They use additional funding successfully to support individual children's developmental needs.
- The curriculum is well planned to meet the emerging needs of children attending. Leaders consider the order in which children are taught skills that they will need to progress. For example, younger children are provided with space and large mark-making tools to enable them to create patterns and shapes. Older children recognise words in the story and sound out letters and phonics.
- Older children enjoy a range of opportunities to use mathematics in creative and interesting ways. However, staff do not consistently make the most of opportunities to deepen younger children's knowledge of mathematics.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of safeguarding procedures and know what to do if they have a concern about a child. All staff have up-to-date safeguarding training and have a good knowledge of wider aspects, such as the 'Prevent' duty. Leaders and managers follow robust procedures for safe recruitment. They provide ongoing supervision and support to ensure staff are suitable to work with children. Managers and staff complete routine risk assessments to ensure that the environment is safe, and risks to children are reduced. Staffing arrangements ensure that children are closely supervised and supported in the nursery.

What does the setting need to do to improve?

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

- support staff to make the most of opportunities that arise spontaneously to deepen younger children's knowledge of mathematics
- create opportunities for children to practise problem-solving and allow time for them to think and respond to questions they are asked.

Setting details

Unique reference number	EY265972
Local authority	Redbridge
Inspection number	10113563
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 at time of inspection	0 to 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
Telephone number	0208 553 1513
Date of previous inspection	31 May 2019

Information about this early years setting

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. It also provides out-of-school care during school holidays for children aged from five years to under eight years. The nursery receiving funding for early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Julia Crowley

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector and the manager undertook a learning walk around the nursery. They considered how the nursery plans and implements the curriculum to meet the needs of children attending.
- Joint observations were carried out by the inspector and the manager. The manager reflected on the quality of teaching and the impact this has on children's learning.
- Parents provided feedback of their experiences at the nursery, and time was spent talking to some of the children.
- The inspector looked at a range of documents, including policies and procedures.

We carried out this inspection 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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