

Inspection of Tamba Day Nursery Chadwell Heath

Amber Court, 995 High Road, ROMFORD RM6 4HB

Inspection date: 3 August 2021

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Met
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What is it like to attend this early years setting?

The provision is good

Children feel secure and comfortable in the setting's calm and supportive atmosphere. They eagerly arrive and wave goodbye to their parents and carers. Staff have high expectations of children's behaviour. Children behave well. They grow in confidence and respond immediately to staff and each other. Staff provide exciting activities to help children engage in their learning. Children enjoy circle time activities, they share their ideas and thoughts with each other. They sing plenty of songs, such as the morning welcome song. Staff help children to learn the days of the week and months of the year through song. They practise turn taking, learn respect for other's opinions, and understand the importance of rules.

Staff provide stimulating learning opportunities for babies. They enjoy sensory learning experiences, such as play dough activities, which helps them to think creatively. Babies pinch, squish, pound and squeeze the play dough into different shapes. This helps to strengthen their hand muscles and develop their fine motor skills. Staff plan carefully to support children who find some types of activities challenging. They support children well who have difficulty in developing their understanding and use of language. This helps children who are behind in their learning to catch up at a pace appropriate for them.

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

- Staff provide good learning experiences, overall, to support children's development. For example, through reading stories to them. Children are interested and share control and responsibility, as they join in and turn the pages. This helps children's development of their communication, social skills and ability to focus and concentrate.
- Staff make sure that learning builds on children's starting points. For example, staff get to know each child and keep an eye on their learning. They know what children need to learn and plan activities for this. All children, particularly those with special educational needs and/or disabilities, learn well.
- Staff use additional funding, such as early years pupil premium, to enhance children's learning and close the learning gap so that all children can make quick progress. For example, staff purchase equipment and resources to support children's mathematical development. Funding is also spent on acquiring additional staff to support children who need extra support.
- Staff implement daily routines that help to support children's physical health. For instance, children understand the importance of washing their hands before eating. They do this carefully and sensibly.
- Staff plan and implement a wide and interesting range of learning experiences for children. However, on occasion, staff's intent for the activity is not fully designed to offer maximum learning opportunities.

- Staff work effectively with parents. They share and discuss children's learning and are kept up to date with their progress. Staff involve parents so that they have a voice about changes to the care practices and the curriculum. Staff communicate often and through multiple channels. For example, through an online application, parent questionnaires, daily discussions, meetings and through e-mail.
- Staff help parents to guide and support their child's learning and development at home. They encourage parents to use the setting's home learning bags. These include books and resources to support developmental issues, including toilet training or to reduce the use of dummies.
- Staff work well with external agencies when children move on to school. Staff share skills, knowledge and experience to support children who need extra help.
- Leaders support staff to reflect on their own practice, professional progress, safeguarding issues and to self-evaluate. All of which supports staff to meet children's needs.
- Staff promote diversity well so that children learn an appreciation for others. For instance, children celebrate Eid and photographs displayed show celebrations at home. At nursery, children not familiar with Eid celebrations learn about this through discussions and arts and crafts activities.
- Children develop their physical development well. Staff provide learning opportunities, so that children can climb, run, walk, throw balls and move freely.
- Younger babies stand and hold on, get up from a sitting position and take a few steps without holding on.

Safeguarding

The arrangements for safeguarding are effective.

Staff give children's safety the highest priority. They act quickly if they have any concerns about a child's well-being. Leaders ensure safer recruitment procedures are effectively followed to help keep children safe. Staff are regularly trained in safeguarding practices and procedures. They know how to identify a child at possible risk of harm. The nursery environment provides children with a tidy, hygienic and safe learning space. Staff understand wider safeguarding risks to children. For example, they recognise the signs that indicate children or adults who may show opposition to fundamental British values.

What does the setting need to do to improve?

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

- consistently design adult-led activities that build on what children have done before to further extend their learning.

Setting details

Unique reference number	EY477063
Local authority	Redbridge
Inspection number	10198138
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	1 to 4
Total number of places	90
Number of children on roll	84
Name of registered person	Tamba Day Nursery Ltd
Registered person unique reference number	RP527696
Telephone number	02085907840
Date of previous inspection	7 August 2017

Information about this early years setting

Tamba Day Nursery Chadwell Heath registered in 2014. It is situated in Chadwell Heath, in the London Borough of Redbridge. The nursery opens Monday to Friday from 7.30am to 6.30pm, all year round. The provider is in receipt of funding for the provision of free early education to children aged two, three and four years. The provider is in receipt of early years pupil premium funding. The provider employs 16 members of staff. Of these, 13 staff hold appropriate early years qualifications from level 3 to level 6.

Information about this inspection

Inspector

Caroline Preston

Inspection activities

- This was the first routine inspection the setting received since the COVID -19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in her evaluation of the provider.
- The manager and the inspector carried out a learning walk together.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to parents during the inspection.
- The inspector spoke to children at appropriate times during the inspection.

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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