

# Inspection of TLC

Light Of Israel Community Centre, The Crest, London, Middlesex NW4 2HY

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Inspection date: 10 March 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children arrive at the setting eager and ready to learn. They develop trusting relationships with staff, who are kind and caring. Children explore the activities and make choices about what they want to play with from a range of options available. Staff plan activities based on children's interests and skills as well as on what they need to learn and do next. Staff's interactions with children are warm and positive. Staff offer children kind affection and comfort when needed.

Children are keen learners and engage in indoor and outdoor activities that support their physical development from an early age. They learn to move around, crawl through tunnels and climb on outdoor apparatus. Staff help children to climb safely and to wait for their turn. Babies and young toddlers learn to feed themselves. However, there are times when staff are inconsistent and they do not develop children's independence skills. For example, some staff do not encourage children to tidy up toys and resources after activities. This has an impact on children's sense of responsibility and on their independence. Children generally behave well and show confidence in social situations. However, on occasions, the untidy environment provokes unwanted behaviour from children, such as kicking an empty bottle across the floor.

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

- Leaders focus their support for their team on building a positive working environment. Staff feel valued and appreciated. They speak highly about the training and support received from the provider, including during the COVID-19 pandemic.
- Leaders monitor practice and identify weaknesses. However, their ambitions for the curriculum are not always implemented consistently due to ineffective staff deployment. At times, many staff focus on tasks away from the children. This has an impact on children's behaviour and on their social skills.
- Some activities are organised well and support children with their learning. For instance, pre-school children build with plastic bricks and say that they have built the 'Eiffel Tower'. Staff then discuss with children where the tower is located. This motivates children to think and explore their idea and thoughts.
- Children have access to a large number of books throughout the nursery. Staff read familiar stories and reflect on what children learn from books. For example, while reading 'Shark in a Park', children learn where their right and left sides are.
- Staff support children's communication and language development. They introduce new words such as 'enormous' when exploring with sand and comparing the size of scoops. They provide opportunities for children to hear and share their second language. For example, staff sing well-known songs such as 'Head, shoulders, knees and toes' in French and Hebrew. This enables

children to experience a range of languages and enriches their understanding of cultures and backgrounds.

- There is a dedicated outdoor area which children enjoy exploring. This supports their physical development. Children take part in exciting messy play activities and have plenty of mark-making opportunities. This helps them to strengthen their small muscles and prepares them for their next stage, which is early writing.
- Children dietary requirements are met during well supervised mealtimes. The provider ensures that the packed lunches that children bring contain healthy food.
- Staff know children well. They gather relevant information from parents to establish children's starting points. They use this information alongside their observations to inform future teaching.
- Parents feel happy and satisfied with the care and education provided by the staff. They access information via an online app and during collection and drop-off times. Parents praise the staff and describe them as 'caring' and 'loving'.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities to safeguard children. They can identify signs and symptoms of when a child may be at risk of harm. They understand the reporting procedures if they are concerned about the welfare of a child in their care. A sufficient number of staff hold paediatric first-aid certificates. This ensures that staff are able to care for children in the event of an accident. There are detailed recruitment and vetting procedures to help assess the suitability of staff.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	Due date
monitor practice and consider how staff are deployed in the setting to ensure a consistently high quality of education.	10/05/2022

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

- develop a consistent approach to supporting children's behaviour and to promoting children's independence so that they gain a sense of responsibility for their learning environment.

## Setting details

<b>Unique reference number</b>	EY559937
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10190335
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	81
<b>Number of children on roll</b>	88
<b>Name of registered person</b>	Tracy Lewis's Childcare Limited
<b>Registered person unique reference number</b>	RP911366
<b>Telephone number</b>	07834754513
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

TLC registered in 2018. The nursery is located in Hendon, in the London Borough of Barnet. The nursery opens Monday to Friday, all year round. Sessions are from 8.15am until 6pm. The provider employs 24 members of staff, 15 of whom hold relevant early years qualification ranging from level 2 to level 5. The nursery provides early education for children aged two and three years. It supports children with special educational needs and/or disabilities.

## Information about this inspection

**Inspector**  
Agnes Wink

## Inspection activities

- This was the first routine inspection the provider 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 observed children indoors and outdoors to assess the levels of engagement for children's learning.
- The inspector spoke with members of the senior management team throughout the inspection.
- The inspector conducted a learning walk with the provider to discuss the curriculum.
- A joint observation was completed with the manager to find out how staff are monitored and supported in their professional development.
- Children and staff spoke to the inspector throughout the inspection.
- The inspector spoke to parents to gather their views.

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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