

# Inspection of Tuffkid

3 Western Avenue, LONDON NW11 9HG

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Inspection date: 5 May 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Overall effectiveness at previous inspection

Outstanding

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

### The provision is outstanding

Children thrive at this outstanding setting. Staff provide a welcoming and truly inclusive environment, where each child's uniqueness is highly valued. Children flourish because of the excellent education and nurturing that they receive. They arrive with broad smiles, eager for an exciting day of learning.

Staff want the best for all children. They carefully tailor the environment and activities to ignite children's curiosity and challenge their abilities. Children become motivated and independent learners. For example, children wash their hands thoroughly before they join a cooking activity. They remember how they have previously sawed wood and confidently transfer the technique to cutting vegetables. Children display perseverance and attention to detail as they ensure that the pieces are small enough. They know how to keep themselves safe and comment, 'I am not going to cut my fingers.'

Children's emotional well-being is given the highest priority. For instance, staff carry out visits to children at home before they join the setting. This helps children to develop strong attachments with staff right from the start. Children show that they feel exceptionally safe and secure. They confidently decide what they want to do and make choices about their personal care, such as when they wish to have a drink or a snack. Children show high levels of respect towards the environment and other people as they explore and play.

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

- The manager is inspirational and leads the team extremely effectively. She ensures that staff constantly improve their professional skills and knowledge. This gives them a deep understanding of the educational theory which underpins their excellent teaching. For example, staff describe the importance of allowing children to practise and struggle as they learn new skills, to help them develop resilience and independence.
- Partnerships with parents are exceptional. The manager and staff work tirelessly to involve parents. This includes daily verbal feedback, alongside photos and videos of children's 'learning stories' on the nursery app. The manager arranges regular online workshops on issues such as children's sleep routines, toileting and oral health. Parents speak enthusiastically about the positive impact this has on their home lives and children's development.
- The manager is extremely proactive in countering the effects of the COVID-19 pandemic on children. During the national lockdowns, she provided families with play resources and led daily online sessions to support children's learning at home. The manager consults with parents to identify any continuing impact of the pandemic. She acts swiftly to close any gaps in children's learning and

provides practical assistance, such as helping parents to register with dentists.

- Staff plan and sequence the curriculum thoughtfully so that children learn in deeply meaningful ways. For instance, in the woodwork area, younger children discover the names of tools and learn how to use them safely. They are motivated to practise and refine their skills, as they explore their own ideas and interests. Older children show that they have mastered these, as they design and create their own models.
- Staff provide an inspiring learning environment where children flourish. Children with special educational needs and/or disabilities (SEND) benefit from extremely effective and intensive support. This includes one-to-one therapy to develop their language, physical and personal skills. Children, including those with SEND and those who receive funding, make accelerated progress from their starting points in learning.
- Children's behaviour is impeccable. Staff successfully employ ideas, such as 'colour monsters', to help children recognise and name their feelings. They teach children that all feelings are allowed but some actions are not. As a result, children quickly learn to moderate their behaviour and express their emotions using a wide range of words.
- Children sing, recite poems and chat with staff throughout the day. They constantly build on their vocabulary. For example, as they observe snails, children hear and use the words 'slither', 'slimy' and 'antennae'. Children with SEND or those who have not yet developed speech express themselves using movements, signs and picture cards. Staff are extremely sensitive and celebrate each child's efforts to communicate.
- Staff carefully design the garden to promote children's physical health and well-being. Children love being outdoors. They develop strong muscles as they dig in sand, operate a water pump and build with heavy wooden blocks. They learn to consider risks, as they climb and balance on the large apparatus. Children grow vegetables and herbs and enjoy creating their own healthy snacks.

## Safeguarding

The arrangements for safeguarding are effective.

Children's safety and well-being are at the heart of this setting's work. The manager takes her role as safeguarding lead extremely seriously. She ensures that there are robust procedures in place to maintain a safe and secure environment. These include stringent checks on staff's suitability during recruitment. The manager knows how to take swift action to protect children or deal with allegations against staff. Staff are vigilant and understand how to raise concerns about children's welfare. They receive consistent training and guidance to maintain a strong knowledge of safeguarding issues, such as the risks children may face online.

## Setting details

<b>Unique reference number</b>	EY216919
<b>Local authority</b>	Barnet
<b>Inspection number</b>	10137737
<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>	2 to 4
<b>Total number of places</b>	26
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Kisharon
<b>Registered person unique reference number</b>	RP520235
<b>Telephone number</b>	0208 201 8488
<b>Date of previous inspection</b>	22 March 2016

## Information about this early years setting

Tuffkid registered in 2003 and is located in the London Borough of Barnet. The setting employs eight members of childcare staff, all of whom hold early years qualifications. The manager and deputy manager are qualified at level 7 and other staff hold qualifications at level 4 or level 3. Other professionals also work in the setting regularly, to provide specialist support and therapy for children with SEND. The setting operates from Monday to Friday during school term time. Sessions run from 9am until 12.45pm. Extended hours until 2.45pm are available from Monday to Thursday. The nursery provides funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Sarah Crawford

## 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 her evaluation of the provider.
- The manager showed the inspector around the nursery premises and explained how they organise the environment and learning programmes for children.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- The inspector met with the manager to discuss leadership issues, such as the recruitment, training and support for staff. She reviewed a sample of documents, including paediatric first-aid certificates and suitability checks on staff.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.

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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