

Inspection of TLC

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

Inspection date: 19 January 2023

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 thrive at this warm and welcoming nursery. They confidently greet staff as they arrive and quickly settle down to play. Children show that they feel safe and demonstrate affectionate bonds with staff. For instance, babies and toddlers seek reassuring cuddles and snuggle up with staff for a story. Children enjoy their time together and develop good friendships. They are helpful and willingly assist with tasks, such as sweeping up the sand after play.

Children learn to enjoy healthy and active lifestyles. For example, the nursery routine includes daily exercise indoors and outdoors. Children have fun exploring the climbing apparatus and enjoy activities such as yoga and football. Consequently, they learn that there are many enjoyable and exciting ways to keep their bodies fit and strong.

The manager and staff want the best for all children. They provide attentive care and focused learning opportunities to support all areas of their development. Children make good progress and are enthusiastic about learning. For example, babies are eager to explore the textures of materials, such as foam, flour and water, during messy play. They sustain their interest for extended periods as they investigate the various sounds, smells and sensations.

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

- The owner and manager lead the team well and have worked hard to rectify weaknesses identified at the last inspection. They have improved staff deployment and strengthened the systems to monitor staff practice. This has had a positive effect on children's behaviour and learning.
- Staff speak enthusiastically about recent training and how they plan to implement new ideas. For instance, a course about 'schemas' has helped staff to understand why children repeat actions, such as filling containers or transporting objects. Staff describe how they will actively support children's schemas, to help them learn about the world and how things work.
- The provision for children with special educational needs and/or disabilities (SEND) is a strength. Staff work effectively with parents and other professionals to implement targeted support. They make effective use of additional funding to provide specialist resources and one-to-one teaching for children, to help them access all parts of the curriculum. Consequently, children with SEND make good progress and the gaps in their learning are closing.
- Children develop their language and communication skills well. They have abundant opportunities to sing, converse and share stories with staff throughout the day. As a result, children express themselves confidently and use a broad variety of words.

- The quality of teaching is generally good. For example, staff use questioning effectively to support children's thinking skills. However, on occasion, staff step in too quickly to offer help, rather than encouraging children to persevere. Therefore, children sometimes give up easily when challenges occur.
- Children are keen to join in with activities and clearly enjoy their learning. For example, pre-school age children are confident in their attempts at early writing. During a counting activity, they use marks to record quantities and some children proudly demonstrate that they can write numerals.
- Staff value children's unique experiences and celebrate their cultural traditions through the nursery routines and activities. Children also learn about different communities and ways of life. For example, they discover some of the foods and traditions linked to Chinese New Year celebrations. This helps them to understand and respect similarities and differences between themselves and others.
- Staff generally provide good support for children's behaviour. For instance, they teach older children how to count out the time until it is their turn to use the resources. Therefore, children learn to take turns and share fairly. However, occasionally, during group activities, staff do not clearly explain what will happen and how they expect children to behave. Consequently, some children are not sure what to do and their learning is reduced.
- Partnerships with parents are strong. Parents were extremely keen to share their positive comments about the nursery. They describe the kind and friendly staff, who always welcome children with a smile. Parents say that staff keep them well informed about their children's progress and give them ideas to help continue children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure understanding of their safeguarding roles. They complete regular training and are clear about the signs of abuse and neglect. Leaders and staff understand the actions that they must take to address any safeguarding concerns. This includes any allegations about adults working with children. Leaders implement robust recruitment and induction procedures to help to ensure that all staff are suitable to work with children. Staff carry out assessments and daily checks of the premises and equipment to remove or reduce any risks to children's health and safety.

What does the setting need to do to improve?

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

- help staff to know when to offer children encouragement rather than help, to further support children's perseverance and problem-solving skills

- support staff to provide clear explanations and consistent guidance for behaviour during group activities, to help children understand what is expected of them.

Setting details

Unique reference number	EY559937
Local authority	Barnet
Inspection number	10237137
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	81
Number of children on roll	86
Name of registered person	Tracy Lewis's Childcare Limited
Registered person unique reference number	RP911366
Telephone number	07834754513
Date of previous inspection	10 March 2022

Information about this early years setting

TLC registered in 2018. It is located in Hendon, in the London Borough of Barnet. The nursery opens from Monday to Friday, 8.15am until 6pm, throughout most of the year. The provider employs 27 members of staff, of whom 18 hold relevant early years qualifications from level 2 to level 5. The nursery provides funded early education for children aged two and three years.

Information about this inspection

Inspector

Sarah Crawford

Inspection activities

- The manager and owner showed the inspector around the nursery premises. They explained how they plan and implement their early years curriculum.
- The inspector observed the quality of the education and considered the impact on children's learning. This included a joint observation with the manager.
- The manager and owner met with the inspector to discuss leadership issues, such as recruitment and staff supervision. They ensured that relevant documents were available for the inspector to view. This included staff's suitability checks and paediatric first-aid certificates.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.

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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