

# Inspection of Tia Ana's Nursery Ltd

29 Rhodesia Road, Stockwell, London SW9 9DT

---

Inspection date: 5 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children are warmly welcomed into the setting. Staff are kind and caring, providing children with a range of activities and learning opportunities that are linked to their interests. For example, children benefit from dressing-up activities that support their imagination and enjoy singing familiar songs in Spanish and English. This helps children to settle well and make good progress. Children effortlessly engage in conversations with staff and each other in both Spanish and English. The curriculum is well thought out and designed to support children to achieve the next steps in their individual learning journeys. Through engagement and high-quality communication, staff keep the children focused and interested in their learning.

Staff have high expectations for children's behaviour and are strong role models for the children in the setting. Children learn to take turns and share. Staff offer gentle guidance and support as children manage conflict resolution in a fair manner. For example, children share resources when doing a creative activity. Staff offer praise and guidance to the children, which they respond to with smiles.

Children have access to a large garden that supports their developing physical skills. For example, children enjoy the climbing frame. Staff are always nearby to support children with these skills and help them to develop spatial awareness and manage their safety. Children joyfully play number games with their friends, such as 'What's the time Mr Wolf?'. This supports the development of early mathematical skills and number recognition.

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

- Children learn to do things for themselves. They enjoy responsibilities within the setting. For example, they help to set the table at mealtimes. Children take their roles seriously and are careful with the resources, developing respect for their environment. Staff regularly check children's progress and use the information to ensure that they are appropriately supporting all the children.
- The nursery provides children with fresh, healthy meals. Leaders have planned a menu that offers children a range of foods from a variety of cuisines. Children are eager to try new foods. Parents say that their children regularly come home and share how much they have enjoyed the food at nursery. Children are encouraged to have healthy routines, with physical activity at the forefront of the daily routine.
- The nursery celebrates different cultures and festivals. Parents share these with the nursery and the nursery is proactive in celebrating these special events with the children. For example, the nursery celebrates Eid and Christmas. Children learn about difference. Leaders are enthusiastic about learning the different languages that children speak at home. They use this knowledge to further

strengthen the settling process for the children.

- Children flow freely through the room, picking and choosing activities. They maintain focus through the interactions of the staff. Staff are well deployed and on hand to extend children's learning. For example, when leaf printing, children's attention is drawn to the different patterns that are made. Activities are differentiated to support children at different stages of learning and confidence. Staff know the children well.
- There is a big focus on speech, language and communication. Children sing, read books, and have their play narrated. Children benefit from an in-house speech and language therapist, who supports children in developing their speech and language skills further. However, at times, the noise in the room is very loud. This may make it difficult for children to be heard, particularly those who are just developing confidence and the ability to share their thoughts and ideas.
- The special educational needs coordinator is very knowledgeable. Children with special educational needs and/or disabilities are included in all activities and make good progress from their starting points in development. Leaders are enthusiastic about developing an inclusive environment. They are proactive in sharing their knowledge with the staff in the setting. Activities are planned to be adaptable, with all children encouraged to be involved.
- Leaders have prioritised developing a warm working environment. Staff well-being is very important. Leaders operate an open-door policy. Staff are able to talk about their concerns with leaders, and they are dealt with promptly. Staff supervisions happen on a regular basis. Leaders use this as an opportunity to provide training for their staff and further strengthen their practice within the rooms.

## Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding within the setting. The setting is safe and secure, and staff understand their roles and responsibilities around keeping the children safe. Staff understand the possible signs and symptoms of abuse and how to disclose these concerns. The building is secure, and risk assessments are conducted on a daily basis. The room is kept tidy, with any obstacles moved promptly to avoid accidents. Children understand how to keep themselves safe within the setting, and staff support this learning. For example, staff remind children how to use scissors safely and not to run in the room.

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

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

- continue to support all children to share their thoughts and ideas during learning and play activities.

## Setting details

<b>Unique reference number</b>	EY409126
<b>Local authority</b>	Lambeth
<b>Inspection number</b>	10305026
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	37
<b>Number of children on roll</b>	44
<b>Name of registered person</b>	Tia Ana's Nursery Ltd
<b>Registered person unique reference number</b>	RP907597
<b>Telephone number</b>	0207 095 8962
<b>Date of previous inspection</b>	8 February 2018

## Information about this early years setting

Tia Ana's Nursery Ltd registered in 2010. The nursery employs nine members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, 8am until 6pm, all year round.

## Information about this inspection

### Inspector

Sai Arunn

### Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector held discussions with staff and took their views into account.
- The inspector spoke to the manager and staff about the impact of the curriculum.
- The inspector viewed relevant documentation related to staff suitability.
- The manager took the inspector on a learning walk of the setting.
- Parents shared their views of the nursery with the inspector.
- The inspector undertook a range of observations within the rooms.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023