

Inspection of Tam's House

50 Bouverie Road, London N16 0AJ

Inspection date:

27 February 2024

Overall effectiveness

Outstanding

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 flourish at Tam's House. Their day begins with a warm welcome from the nurturing and dedicated staff, who meet them at the door and settle them into their rooms. Staff use their exceptional knowledge of children's individual needs and interests to carefully tailor their care and learning experiences. This helps children to feel safe and secure.

The manager and staff are ambitious for all children. They provide a highly effective curriculum and teach children in a carefully sequenced way. For example, staff know that children benefit from managing their own personal care. As children move through the nursery, staff help them to learn and build on these skills. Children of all ages are exceptionally independent. For instance, babies observe the toddlers putting on their shoes and coats before outdoor play and are extremely keen to have a go themselves.

The manager and staff have extremely high expectations for all children. They help them to grow into self-assured individuals who love to learn. For instance, staff use playful ways to support children's early language and literacy skills, such as making up humorous verses to their favourite songs. Children are relaxed and giggle together as they explore the sounds of words and create simple rhymes. Children show impeccable behaviour. They have excellent manners and treat the environment and others with care and respect. For instance, older children help each other to tidy up and place their waste paper in a recycling bin after a cutting activity.

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

- Staff establish strong partnerships with parents right from the start to promote children's individual needs and interests. They evaluate children's development precisely and quickly identify if they need extra help. The manager and staff are well trained to support children with special educational needs and/or disabilities (SEND). They liaise closely with other professionals and implement highly focused plans to ensure that no child gets left behind in their learning.
- Staff skilfully and consistently use children's interests to foster their enthusiasm for learning. For example, they incorporate children's fascination with dinosaurs into exciting and challenging activities. Children eagerly take part in lively discussions about why dinosaurs became extinct. They become confident in using new vocabulary, such as 'volcano' and 'meteorite'. Children readily practise their mark-making and cutting skills to create pictures of dinosaurs for a bowling game. They have enormous fun as they roll a 'meteorite' to knock down and make 'extinct' as many dinosaurs as they can.
- Children learn to celebrate what makes them unique and this contributes greatly

to their sense of inclusion and belonging. For example, babies happily point to their parents on a display of family photos, and older children confidently share their home languages at registration time. Children also benefit from a wealth of experiences outside of the setting. This helps them to feel part of the wider community and to learn about the lives of others. For instance, staff and children visit the nearby library, park and shops. They raise funds for local charities, such as a foodbank.

- The manager invests in regular coaching and training opportunities for all staff to continually strengthen the excellent teaching across the setting. This has a positive impact on children's overall development. For instance, staff incorporate visual aids as they communicate with children. This supports all children, including children with SEND and those who speak English as an additional language, to quickly learn the routines and expectations. Staff comment on how this significantly enhances children's well-being and behaviour.
- Parents thoroughly recommend the setting and comment on the attentive and caring staff. They are delighted with the highly personalised approach to each child's care and education. Parents say they are encouraged to share information about family life, contribute to topics and attend special events. They feel well informed and included in their children's learning.
- Children display exceedingly high levels of confidence in their interactions and during their play. For example, children were keen to show the inspector around their garden. They were excited to talk about the spring flowers they have planted and to demonstrate the activities that they most enjoy.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY450792
Local authority	Hackney
Inspection number	10308384
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	18
Number of children on roll	23
Name of registered person	Tam's House Limited
Registered person unique reference number	RP903615
Telephone number	0208 880 2551
Date of previous inspection	7 March 2018

Information about this early years setting

Tam's House registered in 2012. It is situated in the London Borough of Hackney. The setting employs seven members of childcare staff, all of whom hold early years qualifications at level 2, 3, 4 or 5. The manager holds a Montessori teaching qualification. The nursery is open Monday to Friday from 8am until 6pm, all year round. The provider offers funded early education for children aged 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 their evaluation of the provider.
- The manager, who also owns the setting, showed the inspector around the premises. She explained how they organise the environment and learning programmes for children.
- The inspector observed activities and interactions between children and staff to help evaluate the quality of the education. This included a joint observation with the manager.
- Parents, staff and children shared their views and experiences with the inspector at appropriate times during the inspection.
- The manager met with the inspector to discuss leadership issues, such as staff recruitment and suitability checks. She ensured that relevant documents were available for the inspector to view.

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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