

# Inspection of Tara Kindergartens

310-314 Hertford Road, Edmonton, London N9 7HB

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Inspection date: 16 April 2024

## **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

Requires improvement

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

### The provision requires improvement

Staff warmly welcome children on arrival, which supports them to quickly settle. Staff build strong relationships with parents to have a clear understanding of children's needs. They gather information about children's interests. This supports children to grow in confidence, make choices and contribute.

Overall, the environment is safe and suitable for children. However, managers do not thoroughly risk assess all areas of the nursery. For example, procedures for the safe arrival of children are not routinely monitored. This does not support children's and parents' understanding of what they must do on arrival.

Leaders and managers plan a curriculum that enables some children to achieve their next steps of learning. However, quieter and less-demanding children do not always receive the same level of support from staff. Consequently, there is an inconsistency in the effectiveness of the curriculum and children's learning.

Staff remind children to be caring by taking turns, sharing, and listening to each other. However, staff do not increase children's understanding of how to take care of themselves. For example, some staff wipe children's noses without asking or explaining what they are doing. Consequently, children do not learn how to complete simple care routines and why they are important.

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

- Although there are risk assessment procedures in place, staff do not always recognise the importance of maintaining safety levels throughout the day. For example, very young children have access to unclean surfaces, and bathroom bins do not all have secure lids. This does not reduce the spread of germs or infection. Children's health is not always promoted.
- Leaders and managers are too focused on activities, rather than the curriculum. There is insufficient time and planning given to carefully consider what individual children know now and what they need to learn next. Staff are not always clear about the learning needs of their key children and do not plan activities that are always suitable and challenging. For example, older children play with dough, cutters and rolling pins. Some staff are not able to extend the activity to provide appropriate challenge for the older and most-able children.
- The curriculum for communication and language is inconsistent. Some staff are animated and enthusiastic. They talk throughout the day to children and are interested in children's questions, ideas and comments. Children gain confidence and self-esteem. However, other staff provide limited communication or eye contact, which leaves children silent and unsure.
- Staff prepare children well when they move to another room for their next stage

of learning within the nursery. Children spend short periods of time in each room to help them to become familiar with their new surroundings. This supports children to adjust to changes positively and prepares them for new experiences in the future, such as preparation for starting school.

- Children with special educational needs and/or disabilities (SEND) are well supported. Leaders identify gaps in children's development and put in place plans to support them to make progress. They work with parents and other agencies to inform the decisions made about children's next steps for learning.
- Staff are supported by managers, who meet with them regularly at supervision meetings. Staff have opportunities to discuss their own well-being and any concerns they have about their key children. Supervision meetings also focus on training needs and interests. Leaders and managers work alongside staff to find the right training to support their professional development.
- Leaders and managers have considered the rooms available to children to enable them to enjoy plenty of space to explore. This supports children to enjoy activities and build on their ability to focus, in preparation for their next stage of learning, including starting school.
- Parents are happy and feel supported with the caring and flexible approach they receive from managers and staff. They feel well informed about what staff are teaching their child, and receive information about how they can support their child's learning at home. Staff communicate regularly with parents via an app and verbal feedback.

## Safeguarding

The arrangements for safeguarding are effective.

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

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

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

	<b>Due date</b>
implement a precisely focused curriculum that prioritises what leaders intend individual children to learn	14/05/2024
provide opportunities for all children to experience a language-rich environment to develop their confidence and skills in expressing themselves and to speak and listen in a range of situations	14/05/2024

ensure that the premises, including the overall floor space and outdoor space, are fit for purpose, suitable for the ages of children cared for, and comply with health and safety legislation	14/05/2024
ensure that children are included in decision-making regarding their own self-care to promote their learning and build self-esteem.	14/05/2024

## Setting details

<b>Unique reference number</b>	135405
<b>Local authority</b>	Enfield
<b>Inspection number</b>	10333199
<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>	70
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Nagendran, Raj
<b>Registered person unique reference number</b>	RP908792
<b>Telephone number</b>	020 8804 4484
<b>Date of previous inspection</b>	14 July 2023

## Information about this early years setting

Tara Kindergartens registered in 1997. It is situated in Edmonton, in the London Borough of Enfield. The nursery is open Monday to Friday from 8am until 6.30pm, throughout most of the year. The provider employs 15 staff. Of these, 13 staff hold appropriate early years qualifications from level 2 to level 6. The nursery offers funded early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Julia Crowley

## Inspection activities

- 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 as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The deputy manager, manager, and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the manager.

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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