



# Rum Tum Tuggers Nursery

Inspection report for early years provision

**Unique Reference Number** EY331051  
**Inspection date** 09 August 2006  
**Inspector** Sandra Daniels

**Setting Address** Latton Green Primary School, Riddings Lane, HARLOW, Essex, CM18 7HT  
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**Registered person** Hayley Martin-Burns  
**Type of inspection** Integrated  
**Type of care** Full day care

## ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

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## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

### WHAT SORT OF SETTING IS IT?

The Rum Tum Tuggers Day Nursery was registered in 2006. It operates from the old infant school within Latton Green Primary School. All children share access to a secure enclosed outdoor play area. The nursery is situated on the outskirts of Harlow and serves children from both the local and wider catchment areas. A maximum of 57 children under eight years may attend the nursery at any one time. There are currently 20 children on roll. Of these, six receive funding for nursery education. The

nursery has systems in place to support children with special needs and children who speak English as an additional language. The nursery is open each weekday from 07.30 to 18.30 for 51 weeks of the year. There are five staff working with the children, four of whom hold appropriate early years qualifications. There is one member of staff currently working towards a level three qualification.

## THE EFFECTIVENESS OF THE PROVISION

### Helping children to be healthy

The provision is good.

Children learn about the importance of good personal hygiene through well-organised routines and activities. They learn why they should wash their hands before meals and after using the toilet. Children are protected from infection because practitioners are well-informed about children's health care matters. Parents are encouraged to keep their children at home if they are unwell and this is reinforced through effective policies and procedures. Children are protected as parents are always informed of any outbreak of common childhood illnesses and they are given written information to help them to look out for possible symptoms. Children are cared for in a warm and clean environment where staff follow suitable hygiene routines to prevent the spread of infection. For example, practitioners wear protective clothing when changing babies nappies.

Children benefit from a very healthy diet. Meals are freshly prepared and cooked on the premises using nutritious and well-balanced ingredients. However, not all staff currently hold a food hygiene certificate. All fruits and vegetables are purchased locally from an organic farm. Children enjoy meal times. They are unhurried and sociable times where practitioners encourage children to enjoy their food and become independent at feeding themselves. Special dietary requirements are respected by staff who ensure all foods comply with children's individual needs. This helps children to remain healthy. Children are encouraged to learn about what foods are good for them.

Children enjoy a wide range of physical activities which contribute to their good health and fitness. There are daily opportunities to practise skills such as climbing, balancing and running, both indoors and outside. For example, children like to use the climbing frame and slide in the garden. All children are able to rest according to their needs and parental wishes. Sleep routines for babies are followed from home to reinforce their feelings of security and familiarity. Babies benefit from a very homely sleep room which is quiet and comfortable. They are frequently checked and sleep patterns are recorded for parents.

Younger children are developing their independence physically and emotionally. They are active and are becoming increasingly independent, acquiring control over their bodies and new physical skills. For example, a baby is provided with a special chair which gives the support required as she learns to keep her balance whilst sitting. Practitioners have a good understanding of the needs of babies and younger children and provide appropriate activities and resources to support their physical

and emotional development. Children have the freedom to explore their environment and access toys independently.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in a very secure and spacious environment. Risks are regularly reviewed and minimised within this well-designed setting which has good safety and security precautions in place. For example, Parents and visitors are escorted into and out of the building and an accurate visitor log is maintained. Practitioners help to keep children safe in the nursery and outside in the garden area. They understand and comply with the health and safety requirements that are documented in the setting's policies and procedures.

Staff support children to learn to keep themselves safe as they explain safe practices such as not running indoors. Children have safe and easy access to a very good range of age-appropriate, good quality toys and equipment. These are well-organised in child-height storage units, encouraging children to make independent choices. Equipment and resources are kept clean and are very well-maintained.

Younger children are able to explore and investigate within safe limits. They begin to understand the rules and boundaries that are in place to keep them safe.

Children's welfare is safeguarded because practitioners have a good knowledge and understanding of child protection issues. They are confident of their roles and responsibilities in the protection of children and are fully aware of the correct procedure to follow should they have any concerns. The provider ensures that all staff are kept up to date with the latest legislation through ongoing training.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children are happy and settled in this supportive and caring environment where positive relationships between children and staff have been established. They enjoy their time at the nursery and take part in a good range of interesting activities.

Babies receive lots of cuddles from key workers who know them well. They are encouraged well to become vocal as practitioners are adept at deciphering their language and gestures. Practitioners talk to children as they play, explaining what they are doing. This supports young children to relate words to actions. Children use their growing language skills to socialise, become part of the group and begin to negotiate with others as a member of that group. Staff model good language as they talk to children and listen to their responses. Staff understand and meet all children's needs well because they have a good understanding of the different stages of children's development. However, there are limited opportunities for children to explore and investigate the natural environment.

All children acquire new skills and knowledge and respond to challenges. Staff show

an interest in what children do and ask questions that support children to think for themselves. For example, children enjoy a book which presents opposite concepts such as in and out, over and under. They enjoy singing and listening to familiar stories. Older children are able to anticipate what might happen next and are familiar with the beginnings and endings of some stories.

Nursery Education.

The quality of teaching and learning is satisfactory. Children are making progress towards the early learning goals. They are supported by staff who have a sound knowledge of the Foundation Stage. Plans cover all six areas of learning and the provider is working hard to develop the planning and assessment systems. Plans are in place to develop practitioner's knowledge and understanding to enable them to deliver the curriculum more effectively in order to maximise children's progress. Effective systems are in place to support children with special needs.

Children become involved in their play, particularly in role play situations where they imitate being a parent by caring for a baby doll. They respond to what they see, smell and touch as they play with gloop and prepare cornflake muffins to cook. However, there are limited opportunities for children to take part in science activities; to explore what things do and how they work. Children practise mark making skills as they draw pictures of happy and sad faces. Some children are developing an understanding of sounds and letters as they write their name and sound out the initial letter. Most children listen attentively at story time. They develop simple counting and calculation skills as they participate in various activities. For example, they count how many cake cases they need for their muffins. There are, however, some missed opportunities for children to develop their learning through routine and spontaneous activities and experiences.

Children develop an interest in their community and the world around them. They enjoyed making a 'my family' display of photographs and pictures. Older children show care and concern for younger ones and try to be helpful and polite. They are gradually becoming aware of time through the routines of tidy up time and story time. Children's hand-eye co-ordination is developed by using a range of craft, mark making equipment, toys and puzzles.

### **Helping children make a positive contribution**

The provision is good.

Children are confident and their self-esteem is built up by sensitive practitioners. Children see that their work is valued as it is displayed in group rooms and in the reception area. They work well together and are able to take turns and share. For example, when making cornflake muffins. All children are treated as individuals and valued. They learn to respect people of diverse cultures through sharing books and resources such as dressing-up clothes. This positive approach, where differences and similarities are acknowledged, fosters children's spiritual, moral, social and cultural development.

Practitioners have developed positive and supportive relationships with parents.

Children benefit from this as it ensures their needs are met and supports continuity of care. All parents are welcomed into the setting and there is a flexible settling-in period when the foundations of these relationships are built. Children benefit from the use of daily diaries which go between home and nursery. This two-way sharing of information ensures that staff are fully informed to enable them to meet each child's needs.

Children's behaviour is managed calmly and effectively. Practitioners explain right from wrong in ways that children can understand. Older children are encouraged to learn negotiation skills and take responsibility for their own behaviour and resolving conflicts. Staff are good role models in encouraging children to be polite and courteous.

The quality of the partnership with parents and carers of children in receipt of funded nursery education is satisfactory. Parents are given useful and relevant information about the Foundation Stage curriculum. Planning is displayed so that parents can see what activities are being provided for their children. The provider is keen to encourage parents to be fully involved in their children's learning.

## **Organisation**

The organisation is good.

Overall children's needs are met. Children benefit from the robust recruitment procedure that is in place which ensures they are well-protected and cared for by staff with a good knowledge and understanding of child development. There are good opportunities for practitioners to update their knowledge through training and development. Staff receive a structured induction programme and regular appraisals take place. Children are kept healthy and their welfare is well-maintained as there are comprehensive policies and procedures in place which the staff are familiar with and put into practice. The managers share a strong commitment to providing a caring environment for children where they can flourish and make good progress.

The quality of leadership and management of the nursery education is satisfactory. The managers promote the professional development of all staff and encourage them to attend training courses. They also provide lots of 'in-house' training on issues such as child protection and the Foundation Stage of the early years curriculum. The nursery education provision is frequently monitored and evaluated and progress is being made in terms of effective planning and curriculum delivery.

Practitioners are motivated and enthusiastic in their work and work well with the management team. They have developed positive working relationships and are committed to promoting an inclusive environment where every child matters.

## **Improvements since the last inspection**

Not applicable.

## **Complaints since the last inspection**

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

## **WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?**

### **The quality and standards of the care**

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- review the provision of outdoor play and experiences to ensure children have opportunities to explore and investigate the natural environment
- ensure that those responsible for the preparation and handling of food are fully aware of, and comply with, regulations relating to food safety and hygiene

### **The quality and standards of the nursery education**

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- continue to develop systems to ensure that all staff working with the funded children can develop their knowledge and understanding of the Foundation Stage to enable them to deliver the curriculum consistently and effectively to promote children's learning
- provide opportunities for children to experience science activities, explore why things happen and how things work
- maximise opportunities for developing children's learning through daily routines and spontaneous experiences and activities.

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