

Rum Tum Tuggers Nursery

Inspection report for early years provision

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

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 53 children under eight years may attend the nursery and not more than 21 may be under two years at any one time. There are currently 79 children on roll, aged between three months and four years. Of these, 24 receive funding under the Nursery Scheme. Children come from both the local and wider catchment areas and move up to reception class in Latton Green Primary School or other local primary schools. The nursery has systems in place to support children with learning difficulties and/or disabilities, and children who speak English as an additional language. It is open each weekday from 07.30 to 18.30 for 51 weeks of the year. There are 19 staff working with the children, 14 of whom hold appropriate early years qualifications. There are 10 members of staff with a Level 3 or 4 qualification and two currently working towards a Level 3 qualification. There are two working towards an early years qualification. The setting is on the Early Years Register and both parts of the Childcare Register. The accommodation is fully accessible to all users. The nursery received the Healthy Eating Gold Award in June 2008 and a five-star food hygiene award in July 2008.

Overall effectiveness of the early years provision

The babies and children who attend Rum Tum Tuggers Nursery enjoy the very warm, welcoming and extremely caring atmosphere that enables them to make exceptionally good progress in their personal development and to experience a good quality of education. This is as a direct result of the managers' commitment to the professional development of staff and effective partnerships with parents, local schools and outside agencies to meet the needs of all children, whatever their backgrounds and emotional, learning or linguistic needs. Consequently, parents have full confidence in the setting's procedures to ensure their children's welfare and are very positive about the nursery. The nursery has made good improvements since the last inspection and is in a good position to make further improvements through effective self evaluation.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- analyse the information from assessments thoroughly to track the progress of individual children rigorously and use the information to plan the curriculum
- develop records of individual learning journeys for each child
- improve further the provision of outdoor play to ensure children have opportunities to explore and investigate the natural environment and experience all areas of the curriculum.

The leadership and management of the early years provision

The leadership provides the clear direction required to manage rapid change effectively and the nursery has made a good start with implementing the new Early Years Foundation Stage (EYFS) framework. A strong commitment to continuous staff training has enabled the leadership to develop a good level of expertise amongst middle managers. All staff share a good understanding of what is needed to help children learn and develop. Parents say that the team listens carefully to their views and those of outside agencies and acts on them to make improvements. Consequently, the self-evaluation process is informed by a wide information base. The leadership forges links with the local primary schools to ensure the smooth transition of children moving to reception classes. The nursery is part of a partnership of local settings which share good practice. As a recently registered setting, it has improved rapidly and addressed all the recommendations made during the last inspection, albeit not all with the same degree of success. Robust policies and procedures are in place to safeguard children at all times, including regular risk assessments for all circumstances and rigorous recruitment procedures that ensure the suitability of staff to work with children, prior to confirmation of their employment. There is a rolling programme that ensures that all staff receive first aid training with paediatric qualifications. The staff are confident about the procedures to follow if there are child protection concerns because they update their knowledge at appropriate intervals. They foster an inclusive learning environment effectively by giving equal opportunities to all children and parents. Children engage in a wide range of activities that familiarise them with the diversity of faiths and cultures in Britain. The very positive relationships are based on mutual respect and careful attention to the specific needs of the children in their care, including when they have particular emotional, learning or linguistic needs. Consequently, parents feel warmly welcome and are fully confident that their children are cared for very well. However, not all feel well informed of their children's progress towards the goals set for them. The setting promotes diversity very effectively through the curriculum.

The quality and standards of the early years provision

The staff are very successful in creating a very warm and welcoming atmosphere in which children feel very secure and can flourish. Key workers know the children who are in their care very well and they manage their behaviour very effectively. A parent said, 'The nursery is my child's second home.' The available space is well organised into different zones that encourage vigorous or quiet activities for the various age groups. As a result, babies and children settle into the nursery environment very quickly and show an excellent attitude to learning and a very high level of respect for other children's space. They are friendly and engage readily with others, including visitors, showing very good social skills and self-confidence as they play together.

Key workers are skilful in letting babies play contentedly and 'catching' them at opportune moments to talk to them about their play and so promote their

language development. As a result, babies develop the autonomy they need to explore the world around them and learn from their physical, as well as linguistic experiences. Through good communication with parents, staff know the sleeping patterns of babies and other children and they ensure that these essential needs are met at the correct time. This results in happy children who feel refreshed after a nap and ready to join in play. Staff show that they value children's work by displaying it around the nursery, which boosts their self-esteem.

The nursery helps children develop an exceptionally good understanding of healthy lifestyles. The catering staff receive regular training in food safety and hygiene, as recommended during the last inspection. They have raised the quality of food served to very high standards, which has gained them two awards. Children enjoy the varied menus and the well-balanced meals cooked with fresh and nutritious ingredients. They adopt excellent hygiene habits, such as washing their hands frequently and brushing their teeth after lunch. They experience diverse physical exercise, promoted well by the wide range of equipment available outdoors. Indoors, they enjoy music and movement.

Since the last inspection, the staff have successfully maximised opportunities for developing children's learning through daily routines and spontaneous experiences and activities. For example, children contribute to their community by passing around cups and plates at snack time, helping to set the tables at lunch time and tidying up after play. Children have numerous opportunities to develop independence, including helping themselves to water, using the washing facilities, putting their boots on to play outside and joining freely in interactive sessions. During an excellent session in which children shared their knowledge of initial sounds of objects, they displayed a high level of enthusiasm and motivation to learn because the adult extended their learning, not just in line with her own planning but also in response to their spontaneous comments.

Following the recommendation of the last inspection, all staff working with the funded children have developed a good understanding of the early years curriculum and of the new EYFS requirements. A consistent approach to planning and assessment ensures that the curriculum is taught effectively to promote children's learning. A good balance of adult-led and possible child-initiated activities is planned weekly and children choose their play activities daily. Staff record detailed observations of each child's achievements and indicate the child's next steps for learning against the criteria of the new framework. They have begun to develop records of each child's learning journey, using a combination of written comments and photographic evidence, which they can share with parents. Although staff gather a lot of information about the children's learning and progress in each of the six areas of the EYFS, they do not analyse this information sufficiently to track the progress of each child rigorously and inform the planning of the curriculum.

Staff ask open-ended questions to encourage children to think and develop good speaking, listening and numeracy skills when playing and some staff do so very skilfully. Reading skills are taught very effectively and children have numerous opportunities to develop writing skills. The use of information and communication technology (ICT) is well developed. Children experience frequent science activities

that are supported well by a good range of resources. For example, they grew amaryllis plants from seeds and explored the principles of plant growth by observing and discussing each stage of the process. They also planted strawberries and vegetables outdoors in the summer. These opportunities represent a good improvement since the last inspection. However, the use of the outdoor areas is only satisfactory, as there is more scope for children to explore and investigate the natural environment and experience all areas of the curriculum. The leadership has acknowledged that this is an area for improvement.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.