

Truly Scrumptious Early Years Nursery

Inspection report for early years provision

Unique reference number EY402000
Inspection date 16/03/2010
Inspector Marilyn Peacock

Setting address 63 Pettits Lane, Romford, Essex, RM1 4HA

Telephone number 07722 158351

Email

Type of setting Childcare on non-domestic premises

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates 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.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Truly Scrumptious Early Years Nursery was opened in 2009. It operates from a converted house in a residential part of the London borough of Havering. Children use three rooms and the large garden for activities. The nursery is registered to provide care for a maximum of 20 children from birth to under eight years at any one time, of these only six may be under two years.

The nursery is open Monday to Friday, 7.30am to 6.30pm, 50 weeks a year. Currently, there are 23 children on roll aged from six months to under five years. A total of seven staff work with the children, all of whom hold a recognised childcare qualification or are currently working towards a qualification. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The nursery has made very good progress in all areas since it opened a short time ago. Children make good progress in their learning and development, supported effectively by staff's thorough understanding of their individual needs and sensitive intervention. The staff team work very well together and have a commitment to continuous improvement. They have effective systems in place to continually monitor and evaluate all areas of the provision to enhance children's experiences. Good use is made of the accommodation available to provide many good learning opportunities.

What steps need to be taken to improve provision further?

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

- take necessary steps to prevent the spread of infection when disposing of tissues, nappies and paper towels.

The effectiveness of leadership and management of the early years provision

All staff have a very good understanding of the signs and symptoms of abuse. They understand their responsibility to report concerns if they have any worries about a child in their care. Accidents and incidents are well recorded, effectively promoting children's welfare. Most staff have a recognised first aid qualification which includes paediatric elements, therefore, they are able to act in the best interests of the children should they have an accident or become unwell while in the nursery's care. Comprehensive risk assessments are in place covering all aspects of the provision, indoors and out. There are also thorough checks carried out before any outing is undertaken.

The setting is very well organised with all the required documentation in place and carefully maintained. The manager, who is also the registered provider, is passionate about her work and is dedicated to the ongoing improvement of all aspects of the nursery even when the practice is already good. Her enthusiasm is echoed by the rest of the staff team who work well together. They are adaptable, ensuing ratios are maintained at all times. Their excellent knowledge of the children means they are able to make the best of any opportunity to discuss children's progress and plan for their next steps. The manager ensures consistency within the nursery by observing practice and discussing procedures. Self-evaluation is built into the daily routines. Systems are effective and involve staff and parents on a regular basis. Plans include developing the outdoor play area and further training opportunities for all staff.

Staff gather detailed information before children start to ensure their individual needs can be met. Information gained from parents is comprehensive and forms a solid basis for staff to ensure activities are pitched at the right level for each child. Parents receive detailed information about the setting, who uses detailed contact books and regular meetings to ensure that parents receive up to date information about children's achievements, and parents can access children's records at any time. Parents' comments are valued, most of which are extremely satisfied by all aspects of the nursery, however, any suggestions of possible improvement or ideas for activities are acted on as quickly. The partnership with other providers is developing well. The nursery is developing systems to use information on children's learning journey while in other providers care to enhance the care and learning opportunities they provide.

The quality and standards of the early years provision and outcomes for children

Children play in an attractive, well planned environment that allows them to move freely from one activity to another. There is a very good range of toys and resources, most of which children can access easily. Children are extremely confident and happy in the nursery. They enjoy very good relationships with all the staff who focus on their needs at all times. The majority of staff are very skilled at identifying just the right moment to intervene and move children's learning on, by perhaps joining in or asking a question. They develop children's language and communication in their play through sensitive observation and appropriate intervention.

Children's health is well promoted. Children are developing good hygiene practices and are learning to take care of their personal care needs. They wash their hands at appropriate times and clean their teeth when they wake up from their naps. Staff also follow good hygiene practice to prevent the spread of infection. However, at present nappies and tissues are placed in bins with no lids leaving children open to possible infection. Children receive healthy, nutritious meals and snacks. Food is plentiful, as well as breakfast and snacks of fresh fruit, the children receive two cooked meals a day, one at lunch time consisting of jacket potatoes or pasta and a family type meal at teatime such as cottage pie or fish. Drinks are

readily available. Excellent use is made of the large, outdoor play area to promote children's health and well-being. When the weather is good enough the whole of the nursery goes outside for their meals, the babies play an active part sitting in their high chairs. Children enjoy spending time with their younger brothers and sister and younger friends in the morning and again after lunch, sharing their resources while taking care and watching out for their safety.

Children are making good progress towards the early learning goals. The key persons regularly observe their children across the six areas of learning and have begun to document these in individual files, along with information provided from home. Their progress is tracked using the early learning goals and the next steps in their learning are identified. There are suitable rules and limits in place to help children understand why rules exist. Staff use sensitive intervention to help children begin to understand what is right and wrong and encourage their learning about the impact of their words and actions on themselves and others. There are lots of positive images around the nursery which challenge children's thinking and help them to embrace differences in gender, ethnicity, language, religion, culture, special educational needs and disabilities. Sharing festivals and times of celebration gives children good opportunities for play and learning that acknowledges children's particular religious beliefs and different cultural backgrounds.

Staff have developed a close bond with all the children that attend. The babies enjoy routines planned around their home routines, their sleep times and traditions are respected. Staff are always on hand to provide that special cuddle or reassurance should things get a little bit overwhelming. Children are encouraged to talk about their feelings and emotions helping staff to identify additional support or encouragement if needed. Children learn about healthy lifestyles. They have planted their own sunflower seeds and are hoping to become partly self sufficient by growing their own vegetables in their raised garden beds. Children enjoy stories often retelling familiar stories to the rest of their group. They make sure children can see the pictures and point to the words as they recall the story. They enjoy the story of the hungry caterpillar counting the items he eats and sharing their own likes and dislikes. Children compare the development of the caterpillar in the story with the caterpillars they are watching develop into butterflies in the nursery. They treat the caterpillars with care and respect, reminding each other not to touch but it is fine to watch. They excitedly record their experiences and those of the other children that attend the nursery using digital cameras with skill and expertise.

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

The overall effectiveness of the early years provision

| | |
|--|---|
| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

| | |
|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
|--|---|

Outcomes for children in the Early Years Foundation Stage

| | |
|--|---|
| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 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