

Sugar Plum Day Nursery

255 West Green Road, Tottenham, N15 5EG

Inspection date	01/04/2013
Previous inspection date	06/01/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children's communication and language skills are supported well through good interactions between the staff and children. These also allow children's learning to be extended during their play.
- Staff have a good awareness of children's abilities and interests. Consequently, children show good levels of independence and confidently explore a well-resourced, accessible and stimulating learning environment.
- Good relationships with parents are developed through frequent communication. Information is continually gathered and exchanged for the benefit of each child's continual care, learning and development.

It is not yet outstanding because

- There are some missed opportunities to develop children's independence and to teach them about numbers and counting in everyday routines.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector looked at a selection of policies.
- The inspector observed the children during their activities.
- The inspector observed breakfast time, indoor play and outdoor play.
- The inspector had meetings with the manager.
- The inspector spoke with staff and three parents.

Inspector

Rosie Bloomfield

Full Report

Information about the setting

Sugar Plum Day Nursery registered in 1998 and is managed by a voluntary management committee of members of the local church. It operates from a church hall located in the Tottenham area within the London borough of Haringey. There is an enclosed outdoor area to the side of the hall for outside play. The nursery is open each week day at 8am to 6pm on Monday to Thursday and 8am to 3pm on Fridays for 50 weeks of the year. The nursery is registered on the Early Years Register. There are currently 12 children aged from one to four years on roll who attend for a variety of sessions. There are six members of permanent staff working with the children, including the manager. Of these, the manager and 1 other member of staff hold a Pre School Learning qualification at level 3, the deputy holds an appropriate qualification at level 6, three other staff hold childcare qualifications at level 2 and are working towards a level 3 in childcare and education. The setting receives support from the local authority and receives funding for free nursery education for children aged three and four.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- increase children's independence skills further by looking at ways they can serve themselves and pour their own drinks
- extend the use of numbers and counting in everyday routines as well as reflecting on the maths provision within the environment.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are very happy and settled at nursery. Staff are confident in their approach to children's learning and provide interesting experiences that meet the needs of all children. As a result, children make good progress in their learning and development. Staff have an awareness of the Development Matters in the Early Years Foundation Stage guidance and use the age bands within this document as guidance when planning next steps for the children. At the time of inspection staff were using the theme of 'transport' to plan activities. Staff had provided children with a good range of resources for the children to play with. They took every opportunity to talk to children throughout the session. For example, when they were outdoors and children were watching the traffic through the secure gates.

Children have a good awareness of where resources are and happily move around the room choosing what they want to play with both indoors and outdoors. Children are happy with any member of staff, not just their key person and staff have a good knowledge of each child, what they like to do and ensure there are activities and equipment for all children to access that interests them. For example, music is put on for children who like to dance and sing along. Other children enjoy riding on large vehicles, which staff make available for them. Also cause and effect toys are taken outdoors to ensure the younger children have access to developmentally appropriate toys. This means that children are actively engaged for the vast majority of their time in the nursery. They have interesting and appropriate experiences that encourage their engagement, motivation and thinking with all age groups included. Staff's good knowledge of child development means they are able to provide resources and activities that meet the needs of all children and help them learn. They know each child well and ensure that activities focus on areas for development for particular children. Children are supported well in the acquisition of communication and language skills for example, when the children are playing the staff talk with them about what they are doing and extend their thinking by asking simple open ended questions such as 'How did you come to nursery today?' Children also enjoy singing and especially like the chance to wear the special hat which enables their peers to sing a song to them that has their names in it. This makes them feel very important and proud. However, occasionally there is a lack of number and counting opportunities for the children. For example staff do not take opportunities for counting during daily routines such as counting the steps or the number of children at the table.

Staff show good awareness of when to leave children to explore on their own and when to intervene in the children's play to extend the experience. For example, at the sand tray, children were able to concentrate and remain engaged for a good period of time by the timely intervention of a staff member who encouraged shared play and showed the children how to make small sand pies, taking it in turns to build one then knock one down. Also the children's imagination is encouraged through staff picking up on what interests each child, through observation and listening to what they are talking about. For example, some of the children showed an interest in different modes of transport and through offering a printing activity using vehicle shapes; the children talked about things such as whose Daddy had a car or who was going on a plane. This encouraged the children to stay involved in the activity and make links to life outside the nursery.

Parents are kept fully informed about their children's progress and achievement through both informal and formal discussions. Parents are encouraged to be engaged in their children's learning by sharing with staff what the children have been doing at home. Consequently, children's learning is effectively promoted in partnership with parents.

The contribution of the early years provision to the well-being of children

Children are helped to feel secure by kind and helpful staff. Staff find out about children's backgrounds through discussions with parents and through the completion of 'all about me' sheets. Positive relationships between staff, children and parents enable children to

feel secure and children develop a strong sense of security as they are confident in the setting.

Children are helped to develop good behaviour skills. They are learning to share and take turns, which supports their personal, social and emotional development. Praise is offered throughout the session such as when children willingly share or wait calmly for their turn. This promotes their self esteem. Opportunities are taken to promote children's independence skills such as washing their hands or putting on their coats to go outdoors. However opportunities to further develop self help skills are missed as the children are not able to serve themselves or pour their own drinks at mealtimes. Staff are well deployed and have a good awareness of what is happening around the room even when playing with one child. Consequently, they are very attentive to children's needs.

Outdoors, children enjoy chasing the staff and each other. They are encouraged to wear their coats but made aware that when they run around their bodies will get warmer. Staff recognise when children are cold outdoors and have a supply of extra clothing for the children to wear. This ensures children's needs are met and allows them to enjoy their time playing out doors in the fresh air.

Staff have a good awareness of what children need when they first come into the setting and they help children to settle at an activity. They offer explanations to children of what will happen next throughout the session and offer flexibility within a familiar routine. This leads to a calm and stress free atmosphere for children and the changeover between activities is seamless. Children develop a good understanding of how to behave kindly towards each other because staff teach them to be thoughtful and considerate. They are learning to negotiate and to share and take turns in their play. Staff offer children reassuring support if they hurts themselves. Praise and encouragement from staff ensure children develop high levels of self esteem.

The effectiveness of the leadership and management of the early years provision

Parents spoken to were happy with their children's care and expressed how friendly and helpful staff were. They state that their children enjoy coming to nursery and that their children are progressing well. There is a good partnership with other professionals such as the health visitor and the local children's centres. The manager shares reports of the children's progress to support their moves to nursery or school.

Staff performance is monitored well through informal appraisal and regular supervision. The manager oversees the key person's records of how children are developing through regular opportunities to speak to the staff individually. The systems for storing information need to be more organised so important documents such as the two year old progress check are to hand, if staff need to refer to them.

There is an effective procedure for safeguarding children's well being and staff are aware of what they have to do if they have a concern about a child's welfare. Staff are familiar

with and follow safeguarding procedures. Children's safety is given high priority with effective measures in place to keep them safe. For example staff carry out a thorough risk assessment of the outdoor area before it is used. This means the children can play in a safe environment. The security of the premises ensures no one can have unsupervised access and children are closely supervised through good staff deployment. All staff understand their roles in keeping children safe.

The manager and staff have just completed the local authority quality assurance scheme, which has enabled them to reflect on all areas of practice and plan for future improvement. There is evidence that previous recommendations and actions have been addressed.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	140463
Local authority	Haringey
Inspection number	813988
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	1 - 4
Total number of places	24
Number of children on roll	12
Name of provider	Sugar Plum Private Day Nursery Limited
Date of previous inspection	06/01/2011
Telephone number	020 8800 7560

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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