

# Rum Tum Tuggers Nursery

Latton Green Primary School, Riddings Lane, Harlow, Essex, CM18 7HT

<b>Inspection date</b>	08/07/2013
Previous inspection date	11/12/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## **The quality and standards of the early years provision**

### **This provision is outstanding**

- The uniqueness of individual children is fully considered in all aspects of the nursery. This helps staff support children to make exceptional progress in all areas of their development.
- Children's health and safety is given the utmost priority, as staff take all the necessary steps to keep them safe and promote their welfare.
- Partnership work with parents and other professionals is outstanding, meaning that all children's individual needs are superbly catered for.
- Children's transitions into school are well managed, which means that children are able to move into their new environment smoothly.
- Children with special educational needs and/or disabilities or English as an additional language receive exceptional support from staff to ensure their needs are effectively met.
- The managers and staff have a strong ethos in providing high quality care and build on existing high standards. This means that staff continually strive to enhance all aspects of children's learning.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in all playrooms and the outdoor learning environment.
- The inspector held discussions with the management team, staff, parents and children.
- The inspector conducted a joint observation with the manager during a circle time activity.
- The inspector checked a range of documentation, including safeguarding policies, procedures and risk assessments.
- The inspector sampled a range of documentation relating to the suitability of staff and their qualifications.

## Inspector

Lisa Paisley

## Full Report

### Information about the setting

Rum Tum Tuggers Day Nursery was registered in 2006 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is situated in the grounds of Latton Green Primary School in Harlow, Essex and is privately owned. The nursery serves both the local and wider areas and is accessible to all children. There are designated areas for outdoor play. The nursery employs 19 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 and higher. The managers hold Early Years Professional Status.

The nursery opens Monday to Friday all year round. It operates from 7.30am to 6.30pm. Children attend for a variety of sessions. There are currently 77 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The setting supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

### What the setting needs to do to improve further

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

- enhance children's appreciation of story books , for example, by providing opportunities for them to consider predictions, explanations and narratives.

## Inspection judgements

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

Staff demonstrate first class knowledge of how children learn, which means they are able to help children make consistently high progress in their learning and development. Activity plans closely link children's interests and home life experiences; for example, children's interest in cricket at home is integrated into the weekly planning. Therefore, activities are meaningful and successfully capture their interests. Staff's assessment of children's progress is of a high standard, thorough and clearly recorded. It supports good communication between staff and parents particularly well. A range of methods to accurately assess children's progress are used, such as detailed observations. Children aged between two and three years are formally assessed through the progress check at age two. This means all children's progress is consistently monitored and assessed; this ensures they are making very good progress, and any areas for concern are quickly identified and plans made to support further development.

Children's personal, social and emotional well-being is extensively promoted as children's individual uniqueness is recognised and integrated throughout all aspects of the nursery. This means that all children are able to take part and are valued. This ensures young babies are secure and confident within the nursery. Babies and young children are exceptionally well supported in their learning by staff as the primary areas of learning are fully embedded within activities. For example, a wide range of high quality resources, including large brightly coloured soft play blocks, building bricks, push and pull toys and creative activities enhance and strengthen children's physical skills. All children are making very good progress in communication and language. This is because staff are constantly talking and listening to children. They introduce new words, ask and reshape questions so that children increase their vocabulary and develop their thinking skills. Staff working with the under twos are particularly skilled at tuning into and encouraging young children's non-verbal communications and facial expressions. For example, staff react enthusiastically building and demolishing towers made with blocks to delighted squeals and laughter from the children. Older children are confident talkers as they consistently ask lots of 'what, why, and where' questions and are interested in visitors. All children have access to a very good range of books and stories. Children enjoy sharing stories with their friends and also during the planned story sessions, for example, discussing diverse family backgrounds. Staff are skilled in telling stories but occasionally miss encouraging older children to predict what might happen next or offer their own explanations to events. This has a very minor impact on older children's ability to continue to enhance their creative thinking skills.

Staff provide children with an excellent range of role-play opportunities. The younger children particularly enjoy the well-equipped home corner, whereas the older children love the pretend school classroom. This means that all children have opportunities to use their imaginations and older children are supported well as they prepare to leave for school. Children are provided with a very good range of physical activities enabling them to practise their running, jumping and balancing skills. Staff use activities well to introduce new skills and support children's physical development, for example, writing, threading, and using scissors are incorporated into many activities. Staff make highly effective use of creative activities to help children explore scientific concepts, as well as, develop the use of number and colour. For example, children show high levels of interest and concentration during an activity with ice-cubes and a mini-beast activity. A staff member supported children really well in exploring and feeling the melting ice and talking about the animals as they named colours and counted objects. Early mathematical knowledge is constantly promoted through activities and routines, such as counting placemats for lunch and cups at snack time. Also, staff are highly skilled in using a range of mathematical language in their conversations with the children, for example, 'big', 'small', 'next to', and 'on top'. This means that children are consistently building on their practical experiences to develop an understanding of simple mathematical concepts.

Children are given lots of opportunities to learn about the natural world, for example, growing vegetables, learning about insects and life cycles. The planned topic work on the hatching of chicks gives children excellent meaningful learning about nature and growth. Staff make sure that children have access to a very good range of information and communication technology, meaning that children are skilful in using remote-controlled devices and laptops.

Partnerships with parents in relation to children's learning are exceptional as parents are fully informed about their child's learning and development through regular meetings and discussions. Shared learning is promoted through extending activities into the home, for example, recipe cards and also nursery rhymes and songs. Children for whom English is an additional language are supported in the home through the use of 'Chatterboxes', as well as in nursery. This helps develop children's language and communication. Staff visit the early years teachers in schools to share information. Each child also receives their own poster and activities during the summer term which are focused on primary school; this supports them in being fully prepared for school.

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

Children arrive at the nursery, happy and very eager to begin playing. New children are supported exceedingly well to settle through a variety of ways. These include starter sessions and information sharing with parents. The key person system is fully embedded within the nursery and the buddy scheme further supports children's emotional well-being. This results in children forming nurturing and supportive relationships with adults and enhances their well-being and confidence. Staff are exemplary role models as they consistently interact with children with sensitivity. They intervene in activities with meaning and purpose and use highly effective behaviour management strategies. This includes the sensitive support of younger children to discourage unwanted behaviour, such as biting others. This means children from a young age are able to share, take turns and are safe. Staff are also particularly sensitive in supporting parents' concerns and fears with helpful advice and guidance.

The nursery is a highly stimulating environment. Children's artwork and displays, including photographs of the children, are of an excellent standard and meaningful to the children. Staff organise the playrooms very well into designated areas with exciting and inspiring resources and activities which quickly attract children's attention. Children, are therefore, enthusiastic and confident in initiating their own play and persevere at completing self-chosen tasks, such as their self-portrait pictures. Staff know babies and young children very well and incorporate their individual routines, needs and interests into their play and learning.

The promotion of children's safety and their good health is given high priority. Children's health is extensively promoted as they are provided with a freshly made midday meal, and regular snacks and drinks throughout the day. These are well balanced and include choices of fresh vegetables and fruit. Staff record any allergies or cultural dietary preferences on child record forms and on children's placemats, which provide visual reminders for staff. Well-established routines are in place to ensure cross-infection is minimised. This means that children know to wash their hands before snacks and meal times and clean their teeth after lunchtime. Personal safety is promoted by staff through daily routines and regular reminders, such as tidying away toys and practising fire drills. This means children have very good awareness of keeping themselves healthy and safe.

Staff ensure that all parents are given effective feedback through daily diaries and also

discussions at the end of the day. Parents are extremely happy with the care and learning experiences that the nursery provides. Positive comments include that their child has settled in very well, they have made very good progress and their child's confidence has grown.

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

The leadership and management of the nursery is excellent. Managers have high expectations of themselves and their staff. They demonstrate a very good understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. The ethos of collaboration and reflection supports an inspirational drive for continued improvement. Managers constantly reflect on and make changes to practice within the setting to ensure high quality care and learning for all children. Monitoring is rigorous and highly robust. They obtain and act on children's views, parents' feedback and staff comments; as a result, self-evaluation is meaningful and changes are successfully embedded. All staff have a very clear understanding of their roles and responsibilities because supervision arrangements are particularly effective in monitoring team effectiveness and team meetings further consolidate good practice. Teamwork is very good as staff members are respectful, sharing important information about children and routines throughout the day, meaning that continuity of care is effectively promoted.

The managers and staff are committed to and work hard to provide outstanding care for children. Policies, procedures and documentation, including accident records, staff attendance and complaints procedures, are in place and are acted upon in the event of any concerns or incidents. Recruitment, vetting and induction procedures are rigorously implemented. This ensures that all new staff are well qualified and suitable in their role. The promotion of continued professional development is very good. Training is targeted to ensure mandatory training is updated and any additional training needs are supported. A number of staff members are working towards their qualification at level 3. This means their practice is constantly improving and high standards are maintained. Policies and procedures support staff practice really well. They are reviewed annually or earlier if necessary. For example, the behaviour management policy was recently reviewed and updated, after there were some incidents of biting. Although the policy was suitable, the review resulted in practice being enhanced following parent feedback.

Parents are fully informed about the nursery's role in caring for their children, they are informed about daily routines, activities that are provided and the 'key person' system. There are also notices in the foyer area, regular newsletters, a nursery website and the electronic message board. Staff have established very good partnerships with other professionals and agencies, including health visitors, early years teachers and the area Special Educational Needs Co-ordinator. This ensures all children are appropriately supported.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are

**Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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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

<b>Unique reference number</b>	EY331051
<b>Local authority</b>	Essex
<b>Inspection number</b>	924196
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	53
<b>Number of children on roll</b>	77
<b>Name of provider</b>	Rum Tum Tuggers Nursery
<b>Date of previous inspection</b>	11/12/2008
<b>Telephone number</b>	01279 444840

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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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