

Sugar Plum Tree Nursery

William Morris Community Centre, 6-8 Greenleaf Road, London, E17 6QQ

Inspection date

Previous inspection date

24/02/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Staff know all children well and skilfully use songs and resources to comfort new babies and engage older children in activities.
- Staff skilfully support all children as they develop independence skills in daily routines.
- Staff have a good knowledge of how children of different ages learn, for example, staff in the baby room have introduced a range of new activities to stimulate babies as they explore the environment.
- The managers are committed to continuous improvement and use a range of methods to improve staff knowledge and practice.

It is not yet outstanding because

- Staff do not always fully engage and maintain all children's attention during group activities to maximise learning opportunities.
- Staff encourage parents to share information about their children when they first start and during progress assessments but do not consistently encourage parents to share their children's learning at home.

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 carried out a joint observation with a member of the management team.
- The inspector spoke to children, parents, staff and managers.
- The inspector observed children as they played in all rooms and in the outside area.
- The inspector sampled a range of documents including policies, children's records and risk assessments.

Inspector

Lesley Hodges

Full report

Information about the setting

Sugar PlumTree Nursery, breakfast and after school club registered in 2013. It operates from a mobile cabin and rooms within a community centre in Walthamstow in the London Borough of Waltham Forest. There is access to a secure outdoor play area. It is open each weekday from 7.30am to 6.30pm all year round, except Christmas and bank holidays. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four Children attend for a variety of sessions. There are currently 107 children on roll, of whom 63 are in the early years age range. The nursery supports children with special educational needs and/or disabilities and children who are learning to speak English as an additional language. The setting employs 27 staff including the cook. Of these 24, staff hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- review the organisation of some group activities so that children continue to be fully engaged
- reflect on ways to enhance the already good partnerships with parents by reviewing the strategies used to share information about children's learning at home.

Inspection judgements

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

Children arrive at the nursery and are keen to join in with the range of activities on offer. They make good progress in their learning because staff know them well and plan interesting activities for them. All children enjoy making choices about their learning. Staff provide a good mix of floor level and table top activities to provide a variety of play experiences for children. For example, babies enjoy painting on the floor and exploring musical instruments which are placed on the floor for them to choose from. Those babies who can walk or pull themselves up also take delight in making musical sounds on the small piano.

Staff regularly observe children as they play and take part in routines. They record children's interests and achievements and use this information to plan next steps for children's learning. For example, staff use children's interests in particular toys to encourage them to take part in painting and drawing activities. These activities prepare older children for the next stage of their learning as they get ready to go to school. Staff

work closely with parents as they monitor children's development. Progress checks for two-year-old children are detailed and shared with parents. During discussions with staff some parents share aspects of their children's learning at home which staff then successfully use in their planning. However, although parents are invited to add their ideas to planning sheets staff do not always request specific information on children's learning at home to make their planning even more effective.

Staff have good knowledge of how children learn and use this knowledge to adapt their practice to suit children's stages of development. Staff develop babies' communication skills by looking at animal books, naming the animals and making animal noises. Babies join in as they point to the pictures they recognise. Older children also enjoy story time as, in small groups, they talk about what is happening in the story. Staff generally work well with children in small groups and one-to-one situations however occasionally the organisation of some group activities means that all children are not always fully engaged. To maximise the learning potential of these activities. Staff support children with special educational needs and/or disabilities particularly well. Partnerships with outside agencies are good as staff complete and share care plans to meet children's particular needs.

Children attending the breakfast and after school clubs are relaxed in the setting. They enjoy healthy meals and snacks and choose activities, sometimes playing with the younger children before school. After school, the children chat to staff and each other when they arrive and quickly join in with routines. Resources are varied and children can choose new items to buy so that they are involved in the running of the clubs.

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

Children feel secure in the nursery and demonstrate this as they take part in activities and relaxed routines. When children are settling in, staff skilfully use their favourite songs and actions to sooth them if they are upset. Children giggle as they play spontaneous games with staff. Older children laugh as they run around the grassed area, enjoying the planned group games staff provide.

Staff plan daily outside activities for children. Children can choose from a varied range of activities outside and staff take them on daily outings within the local area. Children visit the local library and play area and are keen to talk about their outings when they return. Staff carry out risk assessments on any outings taken to ensure that they minimise risks. They take a first aid kit so that first aid treatment can be given if required. This daily play in the fresh air supports children's healthy lifestyles.

Staff support children's healthy choices by providing nutritious meals and snacks. Children make fruit salad and talk with staff about where the fruit comes from and how it changes colour when ripening. Staff encourage children to try different fruits and their involvement in this group activity helps them to identify the fruits they like.

Staff promote children's independence skills particularly well. Older babies are learning to wash their faces and brush their teeth after meal times as staff give gentle guidance.

Older children serve their food at lunch time and clear away their plates when they have finished eating. These daily routines encourage children's self-help skills as they learn to look after themselves and their environment. Meal time routines and free play opportunities encourage positive relationships between children. They talk about the colours of the chairs they are sitting on. They show each other the toys they have brought in from home and share tales about these. Children's behaviour is generally good. Any incidents of inappropriate behaviour are handled skilfully by staff as they encourage children to take part in activities. Staff use children's favourite songs and activities successfully to gently distract them and engage them in an activity.

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

Safeguarding training is given a high priority by the nursery management. All staff receive regular safeguarding training and are knowledgeable about policies and procedures to follow if they have concerns about a child. Induction procedures for new staff ensure that they understand key policies and the managers use a range of training material and methods to update staff knowledge on safeguarding issues. Deployment of staff is good in all areas of the nursery. Children are well supported as they play. Managers ensure that at least one member of staff with paediatric first-aid training is present at all times so that first-aid can be given following an accident.

Procedures for risk assessing the premises are robust. Daily checks are carried and staff and children regularly clear away floor activities so that tripping risks are minimised. The inspection took place following notification of an accident to a child in the book area of the nursery. The inspection found that the staff followed their procedures and completed all necessary notifications and paperwork. The managers reviewed the book area and although there was an age appropriate book display case in place they removed this whilst carrying out the review in case it was a potential hazard. The book area now contains cushions and soft toys which make the area inviting for children.

The partnership with parents is good. The management team uses a range of methods to provide information for parents so that they are fully informed about their children's time at nursery. Staff chat informally to parents about children's care arrangements at the beginning of the day, and parents are invited to more formal meetings to discuss children's progress. Managers provide newsletters and information leaflets to give parents ideas for how to develop their children's learning at home. Parents are invited to coffee mornings, trips and different celebrations and all these events create positive partnerships between staff and parents.

The managers use a range of techniques to reflect on their provision and arrange a variety of training opportunities for staff for their professional development. For example, staff review research carried out by colleagues studying for higher qualifications to consider the different ways children learn. The management team has devised an action plan with clear objectives which they monitor successfully. Although this is a new registration the staff team have been working together for some years and the nursery was re-registered

because the provider's status changed. The team reflect on their individual performances and identify improvements for team working. Regular staff appraisals and supervision meetings provide clear targets for staff and appropriate training is identified and taken to give staff additional responsibilities and focus in their roles.

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
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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	EY469900
Local authority	Waltham Forest
Inspection number	955799
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	60
Number of children on roll	107
Name of provider	Sunbeam Family Services Ltd
Date of previous inspection	not applicable
Telephone number	02085215524

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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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Piccadilly Gate
Store St
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M1 2WD

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