

Truly Scrumptious Early Years Nursery

63 Pettits Lane, Romford, Essex, RM1 4HA

Inspection date	24/06/2014
Previous inspection date	16/03/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
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 successfully support children as they prepare for their move to school and other settings.
- Children are enthusiastic about their learning because teaching methods are good.
- Staff are good role models and, as a result, children are learning to care for each other and recognise each other's needs.
- Children enjoy a wide variety of learning experiences in the outside area.

It is not yet outstanding because

- On occasion, group story times in the toddler room do not always fully engage children.
- Staff do not always provide a full range of resources to enhance role play activities.

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 senior member of staff.
- The inspector spoke with children, parents, staff and managers at appropriate times of the day.
- The inspector sampled documentation including policies, staff records and children's development files.
- The inspector observed children as they played and took part in daily routines in all areas of the nursery.

Inspector

Lesley Hodges

Full report

Information about the setting

Truly Scrumptious Early Years Nursery registered 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 open Monday to Friday, 7.30am to 6.30pm, 51 weeks a year. Currently, there are 84 early years age children on roll. The nursery employs a total of 18 staff, 15 of whom hold a recognised childcare qualification. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language. The nursery receives funding for the provision of free early years education for children ages two, three and four-years.

What the setting needs to do to improve further

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

- review the timing of toddler room story sessions so that children can fully enjoy and engage in the stories without distractions

- provide resources for role play activities which support the development of children's imagination.

Inspection judgements

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

Children enjoy their learning at this nursery because teaching is good. Staff effectively use a range of techniques to support children as they learn through play and through generally well planned adult-led activities. Staff have a secure knowledge of how children learn as they support children's choices of play. For example, children enjoy making pictures with different coloured pegs, describing their pictures and counting the pegs. In the baby room, staff gently describe activities and name familiar items so that babies can learn new words. As a result, babies are settled and are learning about daily routines. In the generally well-resourced garden, toddlers learn how to protect themselves from the sun. At circle time, children explain how they put cream on so that 'their arms are not hurt by the sun'. This shows that staff teaching methods are successful as children have the knowledge and awareness they need. Some whole group story times in the toddler room are not always successful. For example, after lunchtime, staff change the children's nappies and prepare them for rest/sleep time, which interrupts the story and children's attention, meaning some children become distracted.

Staff know children well. They effectively complete observations on children to identify the next steps in their learning. Staff work as a team so that in the absence of a child's key person, the other staff members know what is planned for individual children. Staff in the pre-school room plan activities for children to learn about where they live. Children chat about their houses, different shapes they recognise and the number of windows they have. Staff encourage children to draw their homes and write their names on their pictures to identify them. These activities are relaxed and all children who are taking part, join in with enthusiasm.

Children are confident as they choose from the good range of resources. They enjoy a range of activities in the outside area with ample opportunities to develop their physical skills. Staff provide drawing and small world activities in this area and children enjoy talking about how they care for the rabbits. Children can choose to play role play games both inside and out, however, staff do not always provide an exciting choice of resources to encourage children's imaginative play. For example, outdoors, there is a play kitchen, although resources are not always available to extend children's play. Indoors, in the preschool room, the area is reasonably well resourced, but is not set out attractively to encourage children's imagination. Children clearly enjoy their daily outside play in this large area. They wear high visibility jackets so that staff can see them as they play. During dark, late afternoon sessions, children explore using torches in this safe environment.

Staff support children with special educational needs and/or disabilities well by working closely with parents and other professionals. Key staff attend sessions with children and parents so they can share experiences with the children outside of the nursery. This supports the continuity of care for children.

Staff complete regular progress reports for children, including reports for two-year-old children. These are detailed and show children's progress in all areas of learning. Staff share the reports with parents so they are fully informed about their children's progress at the nursery.

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

Children of all ages enjoy close bonds with key staff. Caring staff in the baby room warmly celebrate as children take their first steps. Children respond to their enthusiasm and this encourages them to repeat the actions, developing their walking skills in this stimulating environment. Older children clearly enjoy the company of key staff. They invite staff to join in activities with them and are keen to show staff their pictures, demonstrating their close bonds. Staff are good role models as they work together as a team. They carefully consider children's individual needs and children have a caring approach towards each other. Older children gently play and help younger children when they are new to the pre-school room. They bend down to chat with the younger children and help them with routines. In other situations, children are beginning to understand that some resources belong to particular children. Staff explain how there are additional similar resources in the outside area and children happily choose from these items. This demonstrates that children are learning from the staff team's caring approach and accepting the needs of

others.

Children's behaviour is good. Staff gently remind children about nursery rules to reinforce good behaviour and children clearly understand about taking turns and sharing. Older children use large sand timers so that they can all have turns playing on a tablet computer. They wait patiently for their turn and encourage their friends as they explore different letter sounds in the game. These strategies help children to negotiate their needs and form friendships with other children.

Staff support children as they prepare for the move to school particularly well. There are well established partnerships with the local schools and this means that all children are supported as they make the move. Staff consider all children's needs as they prepare for their next setting or as they move within the nursery. They liaise closely with staff from children's new schools to ensure that all children, including those with special educational needs and/or disabilities have the support and resources they need. For example, staff explain how children respond well to visual timetables and arrange for these to be available in children's new environments to help them settle. Staff consider children's self-care skills as they understand that supporting children to develop these skills will help them when they move to school. Pre-school children are learning how to change into their sports kit so that they can do this with confidence at school.

Children are developing early literacy and mathematics skills during fun, structured activities. Older children spontaneously write their names on their pictures and confidently tell their friends they are doing so. Staff teach children basic mathematical language so that they are familiar with this as they prepare for the next stage in their learning.

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

Staff provide a safe environment for children to play in. The manager's processes for checking the suitability of staff are robust. This ensures that only staff who receive clearance to work with children do so. Checks on staff include regular Disclosure and Barring Service checks, suitability declarations and previous employment history. The nursery is secure. The intercom system ensures that only known adults enter the premises. The manager makes safety and security a priority. She has recently installed an additional safety gate in the hallway of the nursery to act as a further exit barrier for children.

The manager works closely with staff to recognise their strengths and weaknesses. She deploys staff well to use their skills while developing their practice in other areas. New staff can learn from experienced colleagues and work closely with individual mentors. This means that staff work on individual development areas and quickly begin to share good practice. The manager carries out regular supervision and appraisal meetings with staff. These give staff the opportunity to identify training needs. For example, staff support children's communication by promoting the use of the Makaton language programme. They have been attending training and work with parents who are also learning it, to

develop their skills. Induction procedures successfully prepare staff for their work in the nursery. Staff understand policies and procedures and confidently describe their responsibility and role in safeguarding children. They fully understand their role in keeping information confidential because the policy is robust and the manager has trained them effectively. This enables them to work closely with parents and others to promote positive outcomes for children and their families.

The development plan is a working document, which involves staff. The manager reviews suggestions and ideas from them and coordinates any planned improvements. For example, there are plans to develop new areas for children's messy play activities, which staff have designed. This whole setting approach to self-evaluation contributes to effective teamwork across the nursery.

Partnerships with parents and outside agencies are well established. Parents feel fully involved with their children's learning and enjoy the daily feedback they receive from staff. Parents meet with staff to discuss children's progress and enjoy reviewing children's development records. Parents are complimentary about the caring staff. They are confident that their children are well cared for and that staff know their children as individuals. Parents provide information about children's learning at home to supplement planned activities. Staff also suggest ideas for learning at home to further strengthen links between home and nursery.

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	EY402000
Local authority	Havering
Inspection number	972457
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	84
Name of provider	Truly Scrumptious Day Care Nursery Limited
Date of previous inspection	16/03/2010
Telephone number	07722 158351

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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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