

Inspection of Sugarcane Nursery LTD- Nursery on the Heath

Marketing House, Hatfield Heath, Nr Bishops Stortford, Hertfordshire CM22 7EB

Inspection date: 24 February 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children and parents arrive at the nursery and are greeted enthusiastically at the door by professional staff who are familiar to them. Children and babies form close, affectionate bonds with their key person, and staff know the children well. Children are keen to take part in activities and enjoy a good range of well-presented and interesting resources. They remain engaged and persevere at activities. Children show good imagination. For example, in the play kitchen, they talk about 'their mum's recipe' as they mix real vegetables together in a bowl. Babies develop their hand-eye coordination and show determination as they independently slide plastic hoops onto a pole. Older children learn to read and write some letters and complete simple computer games. All children are happy, confident and motivated to learn.

Children have regular opportunities for outside play in the different gardens available. Staff encourage them to be physically active. They suggest outside games and enthusiastically join in. Children in the pre-school room attend regular forest school sessions at a local forest. They learn about nature and develop an understanding of following rules to help keep themselves safe. Children go for walks around the village and attend local events. This helps them to become familiar with the local environment and develop an understanding of their local community.

What does the early years setting do well and what does it need to do better?

- The manager is dedicated and highly ambitious. She works effectively with her staff team to help make the nursery the best it can be. She regularly meets with staff to discuss and monitor the progress of all children. The quality of teaching is monitored through regular observations of staff practice and staff receive feedback to support their ongoing effectiveness.
- Staff plan a broad, purposeful curriculum. They support children to become curious, independent learners. For example, as older children add items to each side of a balance scale, staff encourage them to test their ideas and predict what will happen. Toddlers learn through trial and error as they select pieces to complete puzzles independently.
- Babies flourish in the nursery. They benefit from warm, loving interactions from attentive staff in a calm but fun environment. Babies show confidence and maturity as they move around the environment independently, sometimes using the low level furniture as a support for their developing walking skills.
- In the pre-school room, staff support children's communication well. Staff listen attentively, ask questions and introduce new vocabulary, such as 'pith', as children peel oranges. Staff in the baby room enthusiastically sing songs and babies happily join in with the actions and words they are familiar with.

However, staff in the toddler room do not consistently engage children in back-and-forth verbal interactions. Toddlers have fewer opportunities to build on their communication skills.

- The special educational needs coordinator supports staff to quickly identify where children may need extra help, including those children with special educational needs and/or disabilities. She puts additional support plans in place to ensure children's individual care and learning needs are met effectively. She also works closely with parents to help them seek external professional support, when needed.
- Parents speak highly of the nursery. They comment that staff are 'kind, nurturing and welcoming' and that they 'seem genuinely happy to be working at the nursery'. They say that 'communication is faultless on all matters related to care and development'. Parents say the 'management team are exceptional in keeping the nursery running smoothly and efficiently.'
- Children behave well and staff encourage them to use good manners and say please and thank you. However, some staff in the toddler room do not manage children's behaviour as effectively. For example, when children find it challenging to share the resources, some staff do not use language that helps them to understand about the rules for sharing.
- The nursery cook provides freshly cooked, healthy meals and snacks throughout the day. Mealtimes are sociable occasions in all rooms in the nursery and independence is encouraged. Older children serve their own food, pour their own drinks and babies and young children are encouraged to feed themselves.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a thorough understanding of how to identify the possible signs that a child may be at risk of harm and how to report any concerns. They understand the procedure to follow should there be a concern or an allegation made about a member of staff. The manager arranges training for staff to update and refresh their knowledge and understanding about safeguarding. Daily risk assessments in each room are used effectively to provide a safe and hygienic environment for children. Robust risk assessments are in place to help keep children safe when they attend forest school sessions and other off-site activities.

What does the setting need to do to improve?

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

- strengthen staff knowledge of how to consistently support young children's communication and language skills
- increase staff understanding of how to support young children in learning how to

share and take turns.

Setting details

Unique reference number	EY429000
Local authority	Essex
Inspection number	10221156
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	50
Number of children on roll	73
Name of registered person	Sugarcanes Nursery Ltd
Registered person unique reference number	RP530708
Telephone number	01279 730 331
Date of previous inspection	14 February 2017

Information about this early years setting

Sugarcane Nursery LTD- Nursery on the Heath was registered in 2011. The nursery employs 18 members of childcare staff, 15 of whom hold appropriate early years qualifications at level 2 and above, including one with qualified teacher status. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marisa White

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities and discussed these with the manager.
- The inspector spoke to several parents during the inspection and reviewed parent testimonials and took account of their views.

We carried out this inspection 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.

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