

# Inspection of Truly Scrumptious Early Years Nursery (Ongar)

Zinc Arts Centre, Great Stony, Ongar, Essex CM5 0AD

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Inspection date: 6 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children enjoy exploring this inviting and interesting learning environment. A successful key-person system means that staff get to know them well and support their welfare. Children are happy and safe at this warm and inviting nursery. They show positive attitudes towards their learning. Children learn how to manage their behaviour and feelings in an age-appropriate way. Staff provide gentle reminders to children about turn taking and they respond well to this. Children are learning to value and celebrate similarities and differences between themselves and others, such as the way that they look and the languages that they speak.

While the COVID-19 pandemic has altered their experiences, children show resilience as they adapt to change. They move around the nursery inside and outdoors, making choices about what to play with or explore. Babies are encouraged to develop the core muscles they need to give them strength to stand, toddle and gain control over their physical development. They thoroughly enjoy pulling themselves to standing to reach the water tray and wash dolls with bubbly water. Babies interact with each other and staff, babbling and making specific sounds in response to staff chatting with them. Older children communicate their needs and interests well. They are confident to talk with staff and each other as they share ideas and organise games or choose a story book to listen to. Children throughout the nursery are encouraged to become good communicators.

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

- Outdoors, children thoroughly enjoy searching for worms and other tiny creatures. They show their developing understanding as they remember looking under stones or in the compost last time they searched. Children use equipment such as magnifying glasses, which they confidently explain will help them to see 'closer'. Others enjoy team games, throwing and catching balls with increasing coordination.
- The support in place for children with special educational needs and/or disabilities (SEND) is strong. Managers and staff know how to support children's learning and care needs. They monitor interventions closely to ensure that children with SEND make good progress.
- Children enjoy a broad curriculum that follows their interests and current events, such as the Queen's Platinum Jubilee. Staff design the curriculum to include focus on the knowledge and skills that children need to build on. They also include opportunities for children to practise and share what they already know and can do, to ensure this knowledge is secure. All children are making good progress and developing the skills they need in readiness for school.
- Children learn good manners and are confident to interact with visitors. For example, they are keen to point out their names and are interested to learn the

inspector's name and why they are visiting their nursery. Care practices are good. Staff foster children's growing independence. For instance, during snack time, children learn to serve themselves and take turns politely. Discussions about foods that are healthy, and those that are not so good, enable children to learn about healthy lifestyles. Talking about the effects of brushing teeth provides further support for children to learn about personal hygiene and self-care.

- Staff work extremely hard to develop positive partnerships with parents. This includes providing ongoing feedback in a variety of ways. Parents are aware of their children's next steps for learning and how they settle day to day. They know about the experiences their children enjoy in the nursery. Parents say that feedback from staff helps them to further support their children's learning at home.
- Partnership working is effective. Staff engage well with external professionals, such as local speech and language specialists. This helps staff to provide tailored support in the nursery and provide further information for parents.
- Staff report that they enjoy their work and feel very supported by the provider and manager. Staff follow a comprehensive induction process, after which they have opportunities to develop their professional skills and knowledge, and keep up to date with mandatory training. However, the provider and manager acknowledge that the current programme of professional development is not yet sharply focused on strengthening the quality of teaching to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The provider and manager carry out risk assessments to check that the premises are safe and secure. Robust checks are carried out to ensure that staff are suitable to work with children. Staff receive safeguarding training and managers make sure that their knowledge is up to date. Staff have a broad understanding of safeguarding. They know the referral procedure and where to seek help if they have concerns about children's welfare or the conduct of a colleague. Staff understand safeguarding issues such as radicalisation, grooming and poor attendance.

## What does the setting need to do to improve?

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

- build on current practice and seek further ways to help all staff develop first-rate teaching skills.

## Setting details

<b>Unique reference number</b>	EY489474
<b>Local authority</b>	Essex
<b>Inspection number</b>	10236665
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	45
<b>Number of children on roll</b>	64
<b>Name of registered person</b>	Truly Scrumptious Day Care Nursery Limited
<b>Registered person unique reference number</b>	RP903368
<b>Telephone number</b>	01277368362
<b>Date of previous inspection</b>	1 September 2016

## Information about this early years setting

Truly Scrumptious Early Years Nursery (Ongar) registered in 2015 and is situated in Ongar, Essex. It is one of two settings run by the same limited company. The nursery employs 12 members of childcare staff. Of these, all hold appropriate early years qualifications at level 2 and above, including the provider, who holds level 5. The nursery opens from Monday to Friday for 51 weeks of the year. Opening times 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

Lynn Clements

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider, and this has been taken into account in their evaluation of the setting.
- The provider, manager and inspector completed a learning walk of the nursery, inside and outside.
- The inspector carried out a joint observation of an activity with the manager, and together they evaluated this.
- Children spoke to the inspector about what they enjoy doing in the setting.
- Parents and staff spoke with the inspector at appropriate times during the inspection.
- The inspector reviewed relevant documentation, including the suitability checks of all adults working in the setting.

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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