

# Inspection of Forget-me-not Nursery

177-181 Hornchurch Road, HORNCHURCH, Essex RM12 4TE

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Inspection date: 11 August 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

## What is it like to attend this early years setting?

### The provision is inadequate

The provider has failed to ensure that they fulfil all their legal roles and responsibilities. Required documentation was not available at inspection. For example, the provider was unable to demonstrate the vetting processes undertaken for all staff or provide evidence of staff having a current first-aid certificate. This indicates a lack of efficiency in the leadership and management, which means children's welfare cannot be assured.

Children arrive happy and show a strong sense of belonging as they store their personal items in their own drawer. Group time is a positive experience for all children. They listen intently as staff read stories with enthusiasm and they join in with rhymes and songs that help them to solve simple mathematical problems, such as subtraction. Younger children rock their bodies backwards and forward to the rhythm of songs and join in with some words. Children of all ages show friendly relationships. They hold hands to sing a friendship song together, then clap and cheer with joy. Children develop good control and coordination of their hands. They use small tools to fill containers with sand and work out that they need to add water to mould the sand into pretend cakes. Outings in the community teach children about construction vehicles and different occupations. Children learn about similarities and differences as they compare their individual features.

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

- Children's welfare and safety are compromised because of significant weaknesses in leadership and management. Records relating to staff suitability and first-aid qualifications were not available at the time of inspection. Some staff provide suitable explanations about how to administer emergency first aid to children if required.
- The provider has not conducted robust recruitment checks on all staff to verify their suitability to work directly with children. Despite the provider obtaining Disclosure and Barring Service checks for all staff, this still puts children at significant risk.
- Children behave well. They show respect for each other as they listen to others and wait for their turn to speak. Younger children learn to share resources. Staff manage any minor disagreements calmly and consistently. Good manners are consistently promoted by staff. This helps children to understand staff's high expectations. Children develop good independence skills. Older children manage their own personal needs as they change into their indoor footwear as they arrive, and they serve themselves their main meal. Younger children understand when it is time for their nappy to be changed as staff sing a nappy changing song and gently guide them to the bathroom. This helps them to understand what is expected and they happily oblige.

- Staff provide support for children to understand and develop healthy practices. Children carefully balance and walk along crates. They learn to negotiate space as they run at speed. Visits to the local park enable them to gain confidence in their abilities and assess risks as they climb large apparatus. Children practise brushing their own teeth as part of their daily routine. They develop an understanding of why it is important to practise good oral hygiene as staff repeat a teeth cleaning rhyme for two minutes.
- The provider supports staff to build on their knowledge and skills. Staff complete training and receive regular supervision meetings to help build on their practice. Recent training has increased their understanding of how to support children to express their emotions.
- Staff place a strong emphasis on supporting children's emotional well-being. Younger children snuggle up to staff as they read them their chosen books, and staff encourage older children to use complex sentences to explain how they feel.
- Staff create a sequenced curriculum where children are inquisitive and highly motivated to learn. They immerse themselves in their chosen play. However, on occasion, staff interrupt children's play to deliver adult-led activities. This means that children are not given time to continue to follow their own ideas and interests and sustain their engagement.
- Parent partnerships are strong. Staff share regular updates about children's achievements on an app and through verbal exchanges of information. Parents comment on the positive relationship they have with staff and welcome the opportunity to join staff and children for events, such as picnics in the local park. However, staff are not as successful in developing working partnerships with other settings that children attend. This means that children who attend other settings lack consistency in their learning.

## Safeguarding

The arrangements for safeguarding are not effective.

The provider does not follow robust recruitment procedures and records are poorly maintained. This means children's welfare cannot be assured. The provider and staff understand and recognise signs and symptoms that may indicate a child is at risk of neglect or abuse and the action to take. This includes knowing what action to take if they have any concerns about a colleague. The setting is secure to prevent unauthorised individuals entering the premises and children leaving. Staff have a system in place so that children are only collected by individuals who have permission to do so.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
ensure that at least one person who has a current paediatric first-aid certificate is on the premises at all times when children are present, and accompanies children on outings; the certificate must be full and relevant for workers caring for young children	20/08/2022
keep a record of identity checks and vetting processes relating to staff recruitment	18/08/2022
ensure that all documentation is easily accessible and available for inspection.	18/08/2022

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

- enhance staff practice to consistently support children to follow their own ideas and interests, so they can continue to engage in their play
- develop partnerships with other settings that children attend to promote continuity in children's learning and development.

## Setting details

<b>Unique reference number</b>	EY482515
<b>Local authority</b>	Havering
<b>Inspection number</b>	10219890
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary 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>	19
<b>Number of children on roll</b>	32
<b>Name of registered person</b>	Forget- Me-Not Nursery Limited
<b>Registered person unique reference number</b>	RP534063
<b>Telephone number</b>	01708450389
<b>Date of previous inspection</b>	19 August 2016

## Information about this early years setting

Forget-me-not Nursery registered in 2014. The setting is open from 7.30am until 6pm, all year round. There are 11 staff members who work directly with the children. Of these, six hold relevant childcare qualifications at level 2 or above. The setting provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Lorraine Pike

## 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 her evaluation of the provider.
- The inspector and provider completed a learning walk across all the areas of the setting to understand how the curriculum is organised.
- A joint observation of an activity was carried out by the inspector and the provider. The inspector observed the quality of teaching during activities indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector held a number of discussions with staff and children at appropriate times during the inspection.
- The inspector held a meeting with the provider. She looked at relevant documentation, such as evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to on the day.

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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