

Inspection of Forget-me-not Nursery

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

Inspection date:

9 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children and their families receive a welcoming greeting from staff when they arrive. They develop warm relationships with all staff, particularly their key persons. Children enjoy their time at the nursery and have fun. However, the manager and staff have not put in place a curriculum where children receive enough high-quality and meaningful learning across the early years foundation stage.

Children play and interact with their friends in small groups. They use small-world toys, such as dinosaurs, to make-believe and create their own stories. This allows children to build friendships within their peer groups.

Younger children are carefully negotiating how to jump of crates. Older children tumble and roll as they play safely with supervision in the soft play area. Children age-appropriately use cutlery to eat their lunch then scrape their plates. This develops their small-muscle skills and coordination. The nursery provides healthy food choices. For example, staff encourage and praise children for their efforts as they spread butter on their toast. They ensure that they are aware of children's dietary needs, particularly children with allergies, religious or medical needs.

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

- The special educational needs coordinator works to get early help for the children in the nursery. She makes timely referrals to relevant services so that children with special educational needs and/or disabilities, and their families, receive the help and support.
- Children's self-help skills are variable. Children competently brush their teeth twice a day before mealtimes. Staff sing songs about good oral health at the start of the teeth brushing session. These help children to learn about the benefits of keeping their teeth clean. However, staff do not help children with other important self-care skills, such as wiping their own noses. Children are not developing enough personal care skills to help them to be more effective in supporting their basic hygiene needs.
- Staff are not consistently supportive in helping children to behave well. For instance, within a short space of time, children are told different ways to behave by different members of staff. In addition, when young children comment and ask for support, some staff's responses are unsupportive and unhelpful. This does not help children to learn how to manage their behaviour positively, or to be confident and respectful to others.
- Staff help children to learn a range of songs and nursery rhymes. They support children to understand and develop an awareness of rhyme and rhythm. On the whole, staff help children to develop their understanding of stories and

understand the importance of reading to children regularly, to support their developing language and literacy skills.

- Staff do not always demonstrate an understanding of children's differing needs. While some children try to sleep, staff are not providing other children with meaningful learning and, often at these times, noise levels rise. This hinders some children's rest and sleep needs.
- Parents comment that their children like to attend the setting. They appreciate the manager and staff who are friendly and professional. They value the termly meetings with their children's key person. Staff build friendly relationships with parents. However, parent partnership is not fully effective. For instance, at times, important communication is not relayed to parents in a timely way. This does not fully support children's routines and/or their learning.
- The manager values her staff team and she cares about their well-being. They have regular staff meetings and complete online training to support their professional development. The manager has some awareness of the skills and knowledge she would like children to develop. However, the curriculum is not ambitious enough or effectively shared with staff. This results in staff not always delivering a clear, sequenced curriculum, which successfully builds on children's prior learning.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a sound awareness of safeguarding practices. They understand the importance of recognising any cause for concern. They know how to report any concerns, including allegations against those working with children. Staff are trained to understand the provider's safeguarding policies and procedures. The recruitment of staff is thorough. A weakness in the last inspection has been addressed and individual suitability assessments are now fully completed. Effective risk assessments are completed to reduce risks to children.

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
support staff to understand the learning intentions of the curriculum, with particular regard to children's personal development and self-care skills	13/03/2023

provide staff with behaviour management training and support, to plan and implement consistent behaviour management strategies to better support children's understanding of positive behaviour and expectations for acceptable behaviour	13/03/2023
improve information sharing with parents to promote and further support children's routines and learning needs.	13/03/2023

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

- strengthen hygiene practices for children, with particular reference to the importance of blowing and wiping their noses to further support their basic hygiene
- strengthen sleeping arrangements for babies and young children to enable them to rest and sleep without disturbance.

Setting details

Unique reference number	EY482515
Local authority	Havering
Inspection number	10277700
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	19
Number of children on roll	27
Name of registered person	Forget- Me-Not Nursery Limited
Registered person unique reference number	RP534063
Telephone number	01708450389
Date of previous inspection	11 August 2022

Information about this early years setting

Forget-me-not Nursery registered in 2014. The setting is based in Hornchurch, in the London Borough of Havering. The setting operates from 7.30am until 6pm, all year round. There are seven staff members who work directly with the children. They all 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

Anne-Marie Giffits-Walker

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager showed the inspector around the nursery and explained how staff support children's learning, engagement and development.
- The inspector observed the quality of interactions between the staff and children and assessed the impact of these on children's learning.
- The inspector and the manager observed a joint activity.
- The manager met with the inspector. Discussions included the arrangements for the recruitment and support of staff, and safeguarding. The inspector reviewed documents relevant to the inspection.
- The inspector spoke with staff, parents and children at appropriate times.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023