

Inspection of Nutkins Nursery

Squirrels Heath Infant School, Salisbury Road, Romford RM2 5TP

Inspection date: 10 March 2023

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 arrive happy and ready to learn at this warm and friendly setting. As they arrive, children are greeted by their key person. Children are encouraged to find their photographs and post them in a box, registering their arrival. This develops their sense of belonging. Children enjoy the range of activities that adults have carefully planned for them. They quickly become engaged in their play. For example, they explore and investigate the dough table and the activity tray with animals.

Children fully immerse themselves in role play in the well-resourced home corner. They take on familiar roles and care for babies and cook dinner in the kitchen. Children enjoy using their experiences and imagination to create stories in their play. For example, they take the babies to the park for a picnic.

Children enjoy listening to stories and songs. At times they look at books independently. Children listen attentively to adults as they read stories to them. They enjoy being physically active, including taking part in 'dough disco'. Children mould play dough and perform different actions such as squeezing, rolling and stretching it in time to the music. They demonstrate that they feel safe in the setting and generally behave well.

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

- The manager has created an effective curriculum that is clearly understood by all staff. Children are making substantial progress across the seven areas of learning. They engage in a range of interesting and enjoyable activities that support their interests.
- Children are developing good use of communication and language. They enjoy listening to familiar stories with adults. For example, they delight in a story about a kitchen disco and sing along to the words. Adults engage in meaningful conversations with children throughout the day. As a result, children are broadening their vocabulary and learning about the rules of conversation. Children recognise a range of letter sounds and are beginning to write their names with confidence.
- Mathematical concepts are being developed. Adults weave this throughout the curriculum. For example, during circle time, children count their friends and the number of words that begin with the letter 'J'. Children recognise a range of colours and shapes and apply this knowledge to their play. For example, they mix colours together at the paint table and match different-coloured blocks.
- Children are learning about the wider world. They explore topics about animals and learn about their habitats. Animals frozen into ice provide a challenge for children. They use spoons to scrape and bang the ice. However, adults do not

always support children effectively to extend their thinking and problem-solving skills.

- Behaviour across the setting is good. Occasionally, low level disputes occur. Adults allow children time to resolve these conflicts before stepping in. Children are developing the ability to work through problems together. Adults respond warmly to children who are upset. However, children sometimes struggle to manage their emotions and the ability to express how they feel.
- Children with special educational needs and/or disabilities (SEND) make timely progress. They receive effective and targeted support that identifies their key targets. The special educational needs and/or disabilities coordinator (SENDCo) works with a range of professionals to secure ongoing support for children.
- Parents share their positive comments about the setting. They praise staff for helping their children to settle so well. Parents are happy with the progress their children are making. They appreciate the detailed journals that are sent home.
- The manager supports children's oral health well. For example, she has recently introduced toothbrushing in the setting. Children are supported to develop healthy lifestyles. They enjoy healthy snacks and drinks. Children access fresh air daily and take part in rigorous physical activity.
- Leaders recognise the importance of self-evaluation. They use feedback effectively to identify areas for improvement. Continuous professional development supports staff in their roles. They access a range of courses to build on their knowledge and continually improve the quality of teaching.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff are fully trained in safeguarding and child protection matters. As a result, staff have secure knowledge of all types of abuse. They confidently recognise wider issues such as female genital mutilation and physical abuse. All staff are able to recognise and respond to concerns. Regular training and suitability checks further ensure that children are protected from future risk. The designated safeguarding leads are clear about their responsibilities in the event of an allegation being made. The premises are secure and free from risk. Hygiene and infection control arrangements ensure that the premises remain clean and reduce the risks of infection.

What does the setting need to do to improve?

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

- develop the quality of teaching to extend children's critical-thinking and problem-solving skills across a wider range of experiences
- support children's emotional development in order to help them express their feelings and emotions effectively.

Setting details

Unique reference number	EY416533
Local authority	Havering
Inspection number	10276185
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	2 to 4
Total number of places	23
Number of children on roll	33
Name of registered person	John Lakin and Claire Lakin Partnership
Registered person unique reference number	RP905704
Telephone number	07584 048386
Date of previous inspection	5 July 2017

Information about this early years setting

Nutkins Nursery registered in 2010 and is situated in Hornchurch, Essex. The nursery is open each weekday, from 8.30am to 2.30pm, term time only. The setting employs seven members of staff. All staff hold early years qualifications at level 3. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Clare Ford

Inspection activities

- This was the first routine inspection the nursery has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The SENDCo spoke to the inspector about how they support children with SEND.
- The inspector carried out joint observations of group activities with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- The inspector talked to children and staff at appropriate times during the inspection.

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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