

# Inspection of Sugar Plum Tree Nursery

William Morris Community Centre, 6-8 Greenleaf Road, London E17 6QQ

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Inspection date: 17 July 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

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

### **The provision is good**

Children settle into nursery happily. They feel safe and secure due to the established routines built into the curriculum. Staff teach children to be inquisitive and to explore the natural world around them. For example, children take great care of the plants. They carefully fill the watering can and then water the plants with their friends. The caring and nurturing attitude of staff helps children to remain calm, and they support them to demonstrate good behaviour. Staff use their knowledge of their key children to create a curriculum that is engaging and progressive. For example, children benefit from and immerse themselves in a story for a whole month. This supports children to acquire new vocabulary and develop a love of books. Children enjoy working in groups to retell the stories of 'The Gruffalo' and 'We're Going on a Bear Hunt'. They use actions to illustrate different positional language and go under the parachute as they chant, 'We're going to go under it.' This is a phrase from the book they read the previous month.

Children with special educational needs and/or disabilities (SEND) are supported by staff, who create a tailored curriculum to facilitate meeting their next steps. The special educational needs coordinator (SENCo) supports staff to enhance their knowledge of planning effective activities and interactions to help children with SEND to make progress and meet their targets.

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

- Staff develop exceptional relationships with parents. Communication with parents is highly effective, and they are complimentary about the level of support they receive from their children's key person to support their child's progress at home. Managers and staff plan events involving parents, such as a 'fun day,' 'World Book Day,' and a 'cultural day'. Parents welcome the opportunities staff plan to celebrate diversity and teach their children about the importance of respecting the beliefs and cultures of different people.
- Children confidently use the toilet independently and take care of their personal hygiene. Staff teach these skills as part of the curriculum. However, at times, staff provide too much support and do not allow children opportunities to carry out tasks independently. For example, staff pour glue from the glue bottle into pots and put aprons on for the children during focused activities. Staff also set up at lunchtime, and they do not provide opportunities to children to set the table and put the plates and cutlery out.
- Through the curriculum, staff develop children's curiosity and ignite their passion to explore the natural world around them. Children are provided with the opportunity to actively participate in planting different fruits, vegetables and seasonal flowers, and they discuss the process of growth and the benefits of healthy eating.

- Managers ensure that staff have ample opportunities to develop their knowledge and skills to become even more proficient practitioners. Staff benefit from receiving supervision sessions delivered by the managers. This is then followed by bespoke coaching and mentoring sessions, which enhances their practice. Staff are able to observe and assess their key children to determine what they can do and what they need to learn next. Staff speak highly of the plethora of additional training they can access, such as through the local authority training hub. They feel valued and appreciated, particularly as managers act on feedback they provide regarding the provision and the curriculum.
- Leaders and managers have effective systems in place to support children when they move on to school. For example, the SENCo visits the new school with the children. This supports children to become familiar with the new environment and build relationships with their new teacher.
- Staff support children to develop an understanding of how to take care of their local environment and actively encourage children to recycle. This instils within them a sense of responsibility and duty to actively take care of their local community.
- Children benefit from the extra-curricular events staff plan, such as local area trips to the park, farm and history centre. This supports the building of knowledge and their understanding of the world. Trips to visit museums, such as the Natural History Museum, enable children to learn about the past.
- Staff plan extensive opportunities to enable children to develop their gross and fine motor skills. Outdoors, children benefit from crawling through tunnels and completing obstacle courses by moving in different ways. Children also benefit from accessing football coaching sessions weekly, delivered by a professional football coach. This also provides children with the opportunity to work collaboratively in a group, following rules. This high expectation of behaviour is expected by staff, who remind children of the rules during circle time every morning. This supports children to be kind and respectful towards their friends, and it helps them to regulate their behaviour well.

## **Safeguarding**

The arrangements for safeguarding are effective.

The managers are highly committed and dedicated to ensuring that all staff have a robust knowledge of safeguarding and how to keep children safe. Managers are actively involved in rigorously carrying out risk assessments to improve the quality of the provision. They encourage staff to carry out health, safety and hygiene checks, checking the standard of children's toilets every couple of hours. Staff are tested on their safeguarding knowledge, and any gaps identified are addressed through additional training provided by the managers. Managers review staff suitability checks monthly to ensure that staff continue to be suitable to work with children.

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

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

- maximise opportunities to encourage children to carry out tasks for themselves to consistently build on their independence skills.

## Setting details

<b>Unique reference number</b>	EY469900
<b>Local authority</b>	London Borough of Waltham Forest
<b>Inspection number</b>	10301161
<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>	2 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Sunbeam Family Services Ltd
<b>Registered person unique reference number</b>	RP910611
<b>Telephone number</b>	02085215524
<b>Date of previous inspection</b>	17 January 2018

## Information about this early years setting

Sugar Plum Tree Nursery registered in 2013 and is located within the London Borough of Waltham Forest. It opens Monday to Friday, from 7.30am to 6.30pm, all year round, except for Christmas and bank holidays. There are 16 members of childcare staff employed in the nursery. Of these, 11 staff hold appropriate early years qualifications at level 3 and two at level 2. Three members of staff are unqualified.

## Information about this inspection

### Inspector

Honufa Begum

## 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 nursery.
- A learning walk of different areas of the nursery was conducted by the inspector and manager.
- Interactions between staff and children were observed by the inspector.
- The inspector held a leadership and management meeting with the manager.
- The views of parents, staff and children were sought by the inspector.
- A sample of policies, procedures and relevant documentation was evaluated by the inspector.
- The lunchtime routine was observed by the inspector.
- A joint observation of an activity was observed by the inspector with the manager.
- The inspector observed the indoor and outdoor provision.

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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