

# Inspection of Storybook Day Nursery

107 Front Lane, Upminster RM14 1XN

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Inspection date: 4 October 2023

| <b>Overall effectiveness</b> | <b>Outstanding</b> |
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| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Outstanding        |

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

### **The provision is outstanding**

The leadership team at this welcoming and inclusive nursery is exceptional. Leaders place a priority on the well-being of the whole nursery community. This has contributed to a strong culture of respect and kindness. Staff consistently model excellent teamwork and polite communication. This directly impacts on children, whose behaviour is exemplary.

Staff prioritise building strong and trusting relationships with their key children. Children quickly feel safe and secure. For example, babies confidently explore their environment within just days of joining the setting. Older children demonstrate high levels of independence and enjoyment as they explore the outside area. Staff skilfully engage with children to enhance and extend their learning. All interactions between staff and children are consistently warm and supportive.

The leadership team has developed an ambitious curriculum that is rooted in knowledge around child development. Staff sequence the curriculum to ensure that children always build on what they already know and can do. Staff know their key children exceptionally well and are highly skilled at tailoring the curriculum to meet their individual needs. This is particularly true for children with special educational needs and/or disabilities (SEND). All children are exceptionally well prepared for their next stage of learning.

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

- The leadership team is inspirational. It is passionate about upskilling the sector by, for instance, providing excellent training for staff and sharing expertise with other settings and leaders in the local area. The leadership team takes its responsibilities towards staff's well-being incredibly seriously. Consequently, children benefit from a highly skilled and dedicated staff team.
- Staff are highly skilled at teaching children communication and language skills. Constant singing and storytelling can be heard throughout the nursery. Staff choose quality books and develop accompanying activities to help children to explore and practise new vocabulary. All staff have some level of Makaton training and use signing to support children's inclusive language development. They use other strategies consistently, such as visual prompts and attention-building games and activities. This supports children to become confident communicators, with notably strong listening and attention skills.
- Staff quickly establish routines and boundaries and apply these consistently. They equip children with the skills they need to problem solve and regulate their behaviour. For example, children wait patiently at lunchtime and say, or sign, 'please' and 'thank you' without being prompted. They actively listen to each other and can successfully take turns. Toddlers learn to say 'my turn' when they

wish to have a go. The environment is consistently calm and purposeful.

- Staff develop the outside area to provide plenty of opportunities for children to be active and physical, and to explore and investigate, in their play. Younger children enjoy exploring the contents of a natural treasure basket, while others giggle with delight as they hold hands and run down the hill. Staff innovatively plan different areas to meet the needs of all children. For example, they provide a sensory footpath to successfully engage children with additional sensory needs.
- Key persons know their children incredibly well. They talk confidently about each child's interests, the progress they have made and their next steps in learning. Children gravitate towards their key persons, and interactions are consistently warm and skilful. This helps all children to be highly motivated and eager to join in. For example, staff successfully maintain the interest of young babies while sharing a tactile book. Staff share ambitious expectations across the nursery, and all children make remarkable progress as a result.
- Staff prepare children exceptionally well for all transitions. For example, children move up to a new room in small groups and with a familiar adult to ensure continuity. Leaders make supportive links with local schools. They receive regular feedback from teachers about how well prepared their children are for school.
- Children with SEND are expertly included into the setting. Staff work closely with external professionals, who signpost families of children with SEND to this nursery. The special educational needs coordinator is knowledgeable and passionate about her role. All staff receive quality training to meet a diverse range of needs. The impact of this is consistency for children, regardless of which member of staff they are interacting with. The superbly refurbished sensory room further demonstrates a commitment to meeting children's needs.
- Parents speak remarkably highly of the setting. They comment on how well staff know their children and the incredible progress their children have made. They appreciate the excellent communication and high-quality feedback they get from staff. Parents add that the support and provision for children with SEND goes 'above and beyond' their expectations.

## Safeguarding

The arrangements for safeguarding are effective.

The leadership team is very present in the setting and actively encourages an open-door policy that promotes a strong safeguarding culture. All staff have robust safeguarding knowledge that the leadership team regularly tests through questionnaires and quizzes. The leadership team has secure recruitment and vetting procedures to ensure the suitability of staff. It checks staff's ongoing suitability through highly effective staff supervision sessions. The whole site is safe and secure, and clean and hygienic. Risk assessments are robust, including for outings, which are planned for to ensure the utmost priority is given to children's safety.

## Setting details

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| <b>Unique reference number</b>                     | EY491961  |
| <b>Local authority</b>                             | Havering  |
| <b>Inspection number</b>                           | 10304827  |
| <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> | 0 to 4  |
| <b>Total number of places</b>                      | 60  |
| <b>Number of children on roll</b>                  | 74  |
| <b>Name of registered person</b>                   | Storybook Day Nurseries Limited   |
| <b>Registered person unique reference number</b>   | RP534793  |
| <b>Telephone number</b>                            | 01708535731   |
| <b>Date of previous inspection</b>                 | 1 February 2018   |

## Information about this early years setting

Storybook Day Nursery registered in 2015. It is situated in Cranham, in the London Borough of Havering. It is open for 51 weeks of the year, from 7am to 6pm, Monday to Friday. The setting employs 35 members of staff. Of these, 26 staff hold appropriate qualifications between levels 2 and 4, and two staff hold level 6 qualifications. The setting receives funding to provide early education to children aged two, three and four years.

## Information about this inspection

### Inspector

Nicola Baker

## 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 has taken that into account in their evaluation of the setting.
- One of the managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector carried out a joint observation of a communication and language activity with one of the managers.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff 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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