

Inspection of Truly Scrumptious Early Years Nursery

63 Pettits Lane, Romford, Essex RM1 4HA

Inspection date: 22 February 2024

| | |
|------------------------------|-------------|
| 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

Staff in the nursery are kind and caring towards children. Children settle well and build secure attachments to their key person, including those staff new at the nursery. Staff plan an ambitious curriculum, that enables children to be independent and motivated learners. Children enjoy a range of well-planned activities in a stimulating safe and secure environment. Children thoroughly enjoy small-world activities and develop good early mathematical and writing skills. Staff in the baby room are enthusiastic and responsive to children's needs. Relationships between babies and their key persons are gentle and stimulating.

Staff engage children in meaningful conversations. They use questioning to encourage them to problem solve and think creatively. For example, children work out the resources they could use to make a house linked to a story about three little pigs. Children enjoy listening to stories and staff skilfully use puppets and props to capture their attention. Staff use their voices expressively and invite children to predict what might happen next in the pictures. They also successfully support children's language skills, including children who speak English as an additional language. Staff collaborate with parents and ask them for key words in their child's home language to promote their speech and language development. Overall, staff support children to understand the nursery's simple rules and behave well. Staff treat children with respect, which supports children's emotional well-being effectively.

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

- Children of all abilities, including those with special educational needs and/or disabilities (SEND) and those in receipt of additional funding, make good progress. Staff carry out accurate assessments of children's capabilities and individual needs. They work closely with parents and other professionals to develop targeted plans for children with SEND. Staff plan challenging learning experiences that cover all areas of the curriculum. This prepares children for moving on to school.
- Staff provide children with opportunities to identify and sort small-world dinosaurs. They encourage children to name and compare their dinosaurs. However, on occasions, staff are not aware of times when some children begin to lose their concentration during free play. They do not consistently use opportunities to help children to regain their focus and participation.
- Staff generally use appropriate strategies to manage children's behaviour. For instance, they use stories and puppets relating to a friendly green monster, to help children to learn how to regulate their emotions. Overall, children's behaviour is good as they share resources and wait for their turn. However, at times, some staff do not fully extend children's awareness of how they can play

even more safely. For example, some older children are not fully aware of the rules in the soft-play and sensory area.

- Staff incorporate children's interests into planned activities. For example, toddlers eagerly engage in activities relating to vehicles. Staff enhance children's ideas and bring them to life by adding props, such as ramps and bridges. Children learn to count and develop positional language, such as 'under' and 'over'.
- Staff support children's good health, such as through good hygiene routines at mealtimes and during nappy changing. Staff are also adept at promoting children's independence skills. They encourage older children to manage their self-care needs for themselves and help to tidy up. Children have regular access to fresh air in the well-resourced nursery garden, which contributes to their physical development.
- Staff provide good standards of care that supports babies' and toddlers' personal care needs. They also help to promote children's physical and emotional well-being successfully. Staff provide children with good opportunities to use their senses and explore a range of textures, such as sand, foam and bubbles. Young babies eagerly explore a tray with foam and textured toys. They touch and feel the foam and watch staff in awe who push and roll objects through the foam and create patterns.
- Leaders evaluate the nursery regularly and seek to continuously improve it. They effectively monitor staff's performance to ensure that that teaching and learning are consistently good and support children's progress. Leaders and staff work closely with parents, sharing daily information which supports children's learning and development. Parents express high levels of satisfaction with leaders and staff. They are actively involved in their child's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- strengthen staff's teaching so they promptly respond and regain children's engagement and concentration when they become less focused during their free play
- strengthen children's awareness of how they can play even more safely.

Setting details

| | |
|--|---|
| Unique reference number | EY402000 |
| Local authority | Havering |
| Inspection number | 10308298 |
| 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 | 0 to 4 |
| Total number of places | 35 |
| Number of children on roll | 57 |
| Name of registered person | Truly Scrumptious Day Care Nursery Limited |
| Registered person unique reference number | RP903368 |
| Telephone number | 01708766802 |
| Date of previous inspection | 14 March 2018 |

Information about this early years setting

Truly Scrumptious Early Years Nursery registered in 2009 and is located in the London Borough of Havering. The nursery employs a total of 11 staff, all of whom hold a recognised early years qualification at level 3 or above. It is open Monday to Friday, from 7.30am to 6.30pm, for 51 weeks a year. The nursery receives funding to provide early years education for children aged two, three and four years.

Information about this inspection

Inspector

Rubina Nijabat

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to the inspector about what they enjoy doing while with them at the nursery.
- 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 a senior leader.
- The inspector spoke to several parents during the inspection and took account of their views.

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 2024