

Basildon Day Nursery

C/o David Lloyd Leisure Club, Festival Leisure Park, Pippis Hill Rd South, off Cranes Farm Road, BASILDON, Essex, SS14 3DG

Inspection date	31/10/2014
Previous inspection date	02/04/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Teaching is outstanding. Staff initiate and maintain rigorous assessment and planning routines for individual children. As a result, children flourish and develop their skills exceedingly well in the seven areas of learning.
- Children learn through play and a flawless balance of child-initiated and adult-led activities. Staff are very inclusive and maintain inspiring interactions with them to promote their learning.
- Staff promote the partnership with parents exceptionally well. Parents actively contribute to their children's care and learning. Therefore, children fully benefit from continuous support between home and nursery.
- Staff skilfully promote positive behaviour. They consistently praise and celebrate children's personal achievements. Consequently, children are happy, confident and comfortable at the nursery.
- The safeguarding and welfare arrangements are exemplary. Staff are confident in their knowledge and maintain well-documented practice to support and protect children.
- Staff participate in a thorough induction process, and have regular supervision meetings and access to ongoing training. They effectively reflect on practice and implement new ideas, which fully benefits children.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities and children at play throughout the inspection. She conducted a joint observation with the manager.
- The inspector interacted with children and spoke with staff during the inspection.
- The inspector sampled a range of documentation, including policies, self-evaluation form, evidence of staff's suitability and safeguarding procedures.
- The inspector looked at children's assessment and planning records.
- The inspector had a tour of both the indoor and outdoor play areas.
- The inspector sought parents' views through discussions on the day of the inspection and through written feedback in questionnaires.

Inspector

Karina Hemerling

Full report

Information about the setting

Basildon Day Nursery was registered in 1999 and is on the Early Years Register. The nursery is one of 83 settings run by Asquith Court Nurseries Limited. It is situated in a purpose built premises in Basildon. The nursery serves the local community and wider areas and is accessible to all children. It operates from four rooms, with additional use of an office, staff room and parents' room. There are two enclosed areas available for outdoor play. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7am to 6.30pm and children attend for a variety of sessions. There are currently 75 children attending, all of whom are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 30 members of childcare staff who work directly with the children. Of these, four are qualified to a degree level, three are qualified at a foundation degree level, 19 staff hold appropriate qualification at levels 2 and 3 and four are unqualified.

What the setting needs to do to improve further

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

- continue to develop interesting opportunities for children to maximise their development of early writing skills outdoors.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have excellent knowledge of the learning and development requirements and implement these very effectively in practice. They skilfully engage parents in sharing information about their children's interests and skills during settling-in sessions. Staff closely observe children's skills during the first three weeks to accurately identify their starting points of learning. In each room, staff adeptly start assessments and planning for individual children, taking into consideration their interests and skills on entry. During children's initial sessions, key staff create strategies to celebrate their individuality. For example, every baby has a talking tin, each toddler has their personal booklet and nursery and pre-school children have their special boxes. These items are decorated with photographs of children's family members and favourite toys, characters, stories and songs. Children use them to store their favourite objects and comforters. Staff effectively use these items to engage children in their learning and to observe their skills. They have a great understanding of children's personal needs and interests and very effectively implement them in practice. They observe and plan for children on a weekly basis. Therefore, children are closely monitored and supported. Staff care for children with special educational needs and/or disabilities and provide them with exceptional support

through rigorous assessment, planning and links with outside agencies. For example, staff maintain individual educational plans for children in partnership with other professionals and parents. They regularly participate in multiagency meetings and are closely involved in identifying and promoting targets to ensure children develop to their full potential.

The nursery supports a number of children who speak English as an additional language and these children benefit from expert support. Staff obtain key words in children's home language and label objects in the playroom, to facilitate their communication with them. They provide children with a multilingual book library and create bilingual books to teach them vocabulary in both English and their home language. Key staff use very effective strategies to promote language acquisition and to support children's emotional development. For example, they use a recording system and obtain voice messages from parents in their home language and staff skilfully use these recordings to maximise children's learning experiences. Staff have a very secure understanding of how to effectively undertake the progress check for children aged between two and three years. They meticulously monitor children's progress and effectively identify areas where they need more support. Staff provide children with excellent opportunities to play and learn. All children are highly motivated towards their learning and develop their skills exceedingly well.

Teaching is outstanding because staff are extremely confident in their knowledge of children's learning needs. Accurate assessments enable staff to plan purposeful opportunities for children to develop their skills in the seven areas of learning. Staff provide children with a flowing balance of adult-led and child-initiated activities. Children benefit from inspiring interactions with staff, and the effective use of open-ended questions, to expand children's thinking and ideas. For example, staff read a book about spiders and discuss their physiology and habitat with children, who very effectively engage in discussions and compare themselves with spiders. Key staff skilfully identify children's next steps of learning and record them in the room planning. This enables all staff to support children's development at all times. For example, children in the nursery room are currently learning to count. They independently choose to build a tower using large blocks and staff encourage them to count how many blocks they use. Educational programmes for children of all ages, provide them with optimal challenge and diverse opportunities to learn and play. Consequently, children develop a wide range of skills during the day-to-day routines and activities. Children participate in daily group discussions, story, music, exercise and key group sessions. Staff meticulously plan activities to challenge and engage them. For example, children learn about Halloween and staff read books about the theme with enthusiasm. They expand children's learning to incorporate the use of the whiteboard, where they learn and play educational games. At the art table, children learn to thread their own spider webs and participate in a listening activity to search for Halloween sounds around the nursery. Staff sensitively display children's work and use them as visual aids to further promote their learning and interests. In each room, staff organise and rotate the themes in the role-play area. For example, the pre-school room explores the seaside and pirates themes to reflect on children's summer experiences by the sea and their interests in pirates. Children create sea creatures, fishes, jewellery, treasure maps and a chest using different techniques and abilities. Staff provide them with books, photographs and videos to extend their learning. Children are curious and eager to explore the exciting activities available to them. They demonstrate the characteristics of

effective learning as they play, explore, think critically and create. Staff very effectively support children in enhancing their imaginative development. For example, babies and toddlers explore cardboard boxes and are provided with heuristic play sessions and sensory areas to explore. Staff often read with children and provide them with great opportunities to draw and write. However, staff do not fully maximise the opportunities for children to make marks outside as not all children approach these activities while they play outdoors. Educational programmes are exemplary and children independently access the well-resourced indoor and outdoor learning environments to play and learn. Therefore, all children flourish in an environment where their well-being and learning are the staff's utmost priority.

The partnership with parents is very effective and parents participate in their children's learning and development from early days. Staff provide parents with a variety of opportunities to share information about their children's skills and interests. For example, staff consult them through the home learning story form, where parents share observations of children's home learning. Staff regularly track children's development and share it with parents so they can participate in identifying targets to promote their children's progress. They share daily feedback forms with parents and highlight ideas for activities so they can continue to support their children's learning at home. Children benefit from continuity of support and the partnership with parents positively impacts on their progress. Staff closely monitor children's development in the seven areas of learning and have an excellent understanding of how to promote the early learning goals. Their greatest priority is to promote opportunities for children to develop their skills, according to their individual aptitudes, in order to ensure their readiness for school.

The contribution of the early years provision to the well-being of children

Staff are very welcoming and display strong relationships with children and their parents. They have an excellent understanding of how to support children's emotional development and organise superb opportunities for children to familiarise themselves with the nursery, routines and key persons, before they start nursery. For example, parents are offered home visits and settling-in sessions that are tailored to meet the individual needs of children. Parents stay and play with their children and share all relevant information with their key person with regards to their care needs and routines at home. Staff promote an exemplary practice with regards to celebrating and respecting children's individual needs in practice. For example, they create and monitor care plans and very effectively risk assess activities, meals and routines to ensure all children can participate and benefit from them. Staff provide parents with a thorough feedback about their children's care routines on a daily basis. The partnership with parents with regards to children's care needs is outstanding. Staff skilfully monitor the needs of children and create individual plans and routines for those with special educational needs and/or disabilities to ensure all children can play and spend time together. Staff are effectively deployed to support the children in order to ensure they benefit from their experiences.

Staff and children form very strong bonds. Children enjoy the company of adults and peers during activities and play interactions. They settle well and are very happy at the nursery. Staff ensure that children are provided with comfortable areas to rest, relax and

for quiet play. They enthusiastically promote children's independence and offer meaningful every time children do things for themselves, such as, using the toilet, washing hands or wiping their noses. Staff skilfully encourage and motivate children to learn about their personal needs. Children behave exceptionally well. Staff are very attentive to all children's needs and provide for every child's care and education. Children are busy and engage effectively in their play and activities. Staff sensitively explain to children what is right and wrong and effectively teach them about their boundaries at nursery. For example, from the baby room onwards, staff gradually introduce additional, developmentally appropriate nursery rules. Staff talk to children, always taking into consideration their age and stage of development. Therefore, children are confident and able to think carefully about their actions. Staff make excellent use of visual aids to support children's understanding of their routines. They refer to visual timetables to show children what activities come next. Staff are excellent role models for children and always praise their achievements. All children play together and socialise, as they learn important social skills. For example, children from different age groups share the garden area and interact effectively. They learn about personal safety and taking risks as they explore the environment. Staff effectively teach children to keep safe and children support each other. For example, children use scissors during a craft activity and remind peers about the dangers of walking around the room holding their scissors.

Staff demonstrate expert practice in teaching children how to be healthy and active. Children are provided with a very healthy menu and nutritious snacks. Menus are prepared by professional chefs and take into consideration the preferences of children and their dietary requirements. Staff mindfully share menus with parents and provide them with recipe cards so they can cook children's favourite meals at home. Staff encourage children to be independent during personal care routines, and children show an excellent understanding of their personal needs. For example, they wash their hands independently, set up the tables for meals, self-serve and help staff to tidy up. Staff nominate two helpers for each day and those children proudly help staff to maintain the play areas organised. Children have great opportunities to learn and develop their skills outdoors. They benefit from the free-flow access to the garden, where they are provided with outstanding experiences. For example, children actively play on different climbing frames, slides and participate in other activities, such as exploring the digging area, building dens, playing ball games, obstacle courses and observe the life cycle of bugs in their own bugs hotel. They have excellent opportunities to exercise and enjoy fresh air. Staff focus on preparing children for school and have excellent links with local schools in the area. Children visit their future schools with the nursery staff and school teachers visit children at the nursery to form bonds and discuss their development and needs with key persons. The nursery celebrates a school theme in the learning programme for children to ensure they are effectively prepared for their future experiences at school.

The effectiveness of the leadership and management of the early years provision

The management team has an excellent understanding of how to implement the safeguarding and welfare requirements in practice. There is a robust recruitment process in place and the manager maintains organised records of staff suitability, qualifications

and training needs. The manager ensures staff regularly update their health and suitability declarations to ensure they are suitable to work with children. The management team conducts regular staff supervision sessions, peer-on-peer observations and appraisals. They guide the practice and ensure staff understand their roles and responsibilities in educating and caring for children in a safe environment. For example, staff are designated to be responsible for different aspects of practice. There are a number of qualified and experienced designated people for leading on special educational needs and/or disabilities, safeguarding, behaviour, first aid and equal opportunities. All staff participate in mandatory and relevant training to ensure they have an excellent knowledge and understanding of how to promote children's well-being and welfare in practice. For example, staff participate in yearly safeguarding training and they all hold first-aid certificates. The manager pays great attention to staff deployment to ensure the needs of all children are met at all times. The management team works closely with the Asquith head office and area managers to ensure policies and procedures effectively meet current regulations and reflect the practice at the nursery. The manager conducts a thorough induction with parents and staff so they understand policies and procedures in place; this effectively promotes the excellent management of the nursery. The management team maintains outstanding records of children's care and education and all staff actively contribute to safeguarding children. The learning environment is safe and there are robust procedures in place should a concern about a child arise. All staff have a wealth of knowledge and confidence in monitoring children and they know the steps to take to keep children safe and secure.

The management team has exceptional procedures in place to monitor the quality of children's experiences at the nursery. They routinely meet key persons to discuss the teaching and learning, to ensure these positively impact on children's learning and development. Staff provide the manager with clear tracking of their key children's progress and the manager skilfully monitors the overall achievements of children to ensure they are provided with the support they need and deserve. The manager evaluates the weaknesses in children's development and organises training and workshops for staff and parents so together they can support the needs of children. Parents are regularly consulted on their suggestions and expectations of the nursery. The nursery often invites parents to participate in events and activities with their children to embed the relationships and partnerships between staff and parents. For example, parents of babies and toddlers participate in sessions organised by staff and regularly enjoy playing with their children at the nursery. All parents participate in consultation evenings and receive a report on their children's learning and development every term. Parents also participate in cultural festivals, outings and events designed to improve the outcomes for children.

The nursery has very strong links with local children's centres and local schools. The nursery promotes a very robust equal opportunity policy in practice and makes provision for all children. There are excellent partnerships with outside professionals and the local authority. The nursery completes robust self-evaluation to reflect on and celebrate their practice. The manager maintains rigorous monitoring of practice and has comprehensive action plans in place. She effectively takes into consideration the views of children, parents and staff to ensure the high standards of care and education provided for children at the nursery.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY286089
Local authority	Essex
Inspection number	861238
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	83
Number of children on roll	75
Name of provider	Asquith Court Nurseries Limited
Date of previous inspection	02/04/2009
Telephone number	01268 274138

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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