

# Just Imagine...Day Nursery & Out Of School Club



61 Station Avenue, Wickford, Essex, SS11 7AS

**Inspection date** 12 January 2016  
Previous inspection date 4 April 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The manager is effective in evaluating practice. Since the last inspection, she has worked hard to improve health and safety in the nursery. This, along with the support of the local authority advisory team, has enabled her to identify areas for development and make improvements.
- Teaching is good. The well-qualified staff have a good knowledge of how children learn and develop. They accurately assess and monitor children's achievements. This helps them to plan activities that interest children and promote their next steps in learning.
- The experienced special educational needs coordinator has established very successful relationships with other childcare professionals. Disabled children and those with special educational needs receive good, individualised support.
- Children's well-being is given the highest priority. There are good relationships between staff and children in the very happy, welcoming environment. Children's behaviour is good and staff manage this effectively.

### It is not yet outstanding because:

- Opportunities for younger children to continue their learning and development outdoors are not as well planned and varied as those offered to older children.
- Systems for analysing the progress made by different groups of children are still being developed.

## What the setting needs to do to improve further

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

- plan outdoor provision for younger children more effectively, giving them greater opportunities to continue their learning and development outside
- build further on arrangements for comparing the progress made by different groups of children, checking that all groups receive the support they need to increase the potential for them to achieve at the highest possible levels.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. She looked at relevant documentation, such as self-evaluation and evidence of the suitability of staff working in the nursery.
- The inspector held discussions with the management team, staff and children.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

### Inspector

Joanne Barnett

## Inspection findings

### Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Staff regularly undertake training to ensure their understanding is secure and up to date. They fully understand the signs of abuse and have clear procedures to follow if there are concerns about a child. Staff maintain a safe environment for children and closely supervise them at all times. They visually check all areas that children access, ensuring that they are safe and fit for purpose. Recruitment procedures are stringent and regular checks are undertaken on current staff to confirm their suitability to work with children. The manager monitors the educational programme effectively. She reviews the progress that individual children make and checks that staff's assessments are accurate. However, systems are still being developed to analyse progress and review the impact of nursery practice on specific groups of children. Consequently, the manager cannot be certain that children who require additional support make as much progress as possible.

### Quality of teaching, learning and assessment is good

Children choose from a wide range of toys and resources in an exciting, well-planned indoor environment. Two-year-old children explore the texture of wet cornflour as they mix it with their hands. They enjoy joining in with cooking activities. Their understanding of daily routines is aided very well by the use of a visual timetable. Three- and four-year-old children make marks and practise forming letters from their names. Children really enjoy mixing ingredients to make play dough. They take turns to stir the mixture and learn new vocabulary, such as squeeze. Staff reinforce this and demonstrate how to use the new words in sentences. Children are introduced to new experiences that widen their knowledge and understanding of the world. Teaching for the younger children focuses successfully on the attainment of key skills, such as hand-to-eye coordination.

### Personal development, behaviour and welfare are good

Children are emotionally secure and staff maintain consistency in children's care through daily communication with parents. Partnerships with parents are effective. Children demonstrate that they feel safe and secure. Young children particularly enjoy hugs and reassurance from staff when feeling tired. Staff praise children frequently and value their opinions. Children learn about the importance of exercise and healthy eating. Staff make good use of daily routines, such as snack times, to continue to extend children's learning. For example, staff create opportunities during these times to effectively promote children's speaking and social skills, and children practise cutting and peeling their fruit. Meals are nutritious and freshly made, and children's dietary requirements are met. Children's physical skills are supported well and children take well-supervised risks as they climb and clamber at different heights over the tyres in the garden.

### Outcomes for children are good

All children, including those who receive funded early education, make good progress from their starting points. They are confident and are gaining the skills they will need to be ready for school. Children develop independence as they readily help with small tasks, such as helping to keep the play space tidy, and begin to manage their personal needs.

## Setting details

<b>Unique reference number</b>	EY395109
<b>Local authority</b>	Essex
<b>Inspection number</b>	1027913
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 11
<b>Total number of places</b>	54
<b>Number of children on roll</b>	112
<b>Name of provider</b>	SML Group Partnership
<b>Date of previous inspection</b>	4 April 2013
<b>Telephone number</b>	01268 761393

Just Imagine...Day Nursery & Out of School Club was registered in 2009. It is one of two settings run and managed by Just Imagine Day Nursery Ltd. The nursery employs 17 members of childcare staff. Of these, 16 hold appropriate early years qualifications at level 2 or above, including one with a BA (Honours) Early Childhood Studies. The nursery opens from Monday to Friday all year round, except for bank holidays. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports disabled children and those with special educational needs.

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