

Wright Start Day Nurseries

52 Fryerning Lane, INGATESTONE, Essex, CM4 0DE



Inspection date

6 November 2017

Previous inspection date

7 May 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 management team and staff provide a welcoming, stimulating and secure learning environment. They know children and their families well and offer flexible childcare which parents value highly. Children develop strong bonds and close relationships with their key person.
- Staff are well qualified. They know how children learn and their teaching is good. Children access a range of good quality resources, toys and equipment. Staff promote children's interests and help them make good progress.
- The promotion of children's communication and language is a particular strength. Staff skilfully help children to understand and say new words. They frequently interact with babies. This helps children learn to speak and listen.
- Staff are very good role models. They help children to develop good social skills, have good manners and be polite. Children learn to play well together, develop empathy and supportive friendships. Their behaviour is very good.

It is not yet outstanding because:

- Staff do not always use information from observations very effectively to identify what children need to learn next as precisely as possible. This does not help them to plan for individual children's learning even more meticulously.
- Staff do not share enough information with parents and provide ideas for activities to promote learning at home.
- Sometimes, staff do things for children which they are capable of doing themselves.

What the setting needs to do to improve further

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

- make the most of what is known about individual children's achievements so that teaching focuses even more precisely on what children need to learn next
- enhance the strategies in place to promote partnership working with parents and provide ideas for activities to continue children's learning at home
- provide even more opportunities for children that help develop their independence skills.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Tina Mason

Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. Good systems are in place for the safe recruitment, induction and continued professional development opportunities, in particular through regular supervision and training. The nursery is kept secure at all times and children are closely supervised as they play inside and outdoors. Staff have a good understanding of their role to protect children from harm. They know what to do if they have concerns about a child's welfare or development. Staff follow policies and procedures well. They assess and minimise risks and help children to keep themselves safe. Staff are reflective practitioners and are keen to continually improve their practice. They value the views of parents and children as part of this process. Partnerships with other settings help to promote continuity for children's well-being and learning.

Quality of teaching, learning and assessment is good

Children make choices and lead their own learning. Staff provide interesting spaces, resources, tools, toys and equipment which appeal to children and help promote investigative, exploratory and imaginative play. Babies make marks in the glittering foam and delight in the lovely sensory experiences. Older babies make marks on paper, using conkers and paint. Staff encourage them to pick up and explore the materials. They model descriptive language and encourage children to use their physical skills. Toddlers enjoy circle time as they have fun creating sounds as they bang, shake and tap different types of musical instruments when singing along to favourite songs. Activities, such as these, contribute to children's developing language skills. Children's achievements are celebrated and recorded in individual files which parents can access.

Personal development, behaviour and welfare are good

Staff are enthusiastic and nurturing. They are very good role models. Children are happy, engaged and settled. Children learn about the importance of regular fresh air and exercise. They spend long periods of time outdoors developing good physical skills, practising large movements and gaining greater control of their bodies. Children develop a growing confidence in their own abilities, for example, as they take part in music and movement, and football sessions run by external organisations. Children eat healthy nutritious food. Staff carefully implement systems for keeping children with allergies to certain foods safe. Parents feel well informed about children's daily care and activities. Staff and parents share information about children's health needs and injuries effectively.

Outcomes for children are good

Children are making good progress in their learning and development. They are enthusiastic and active learners who explore their environment and enjoy learning. Children develop the skills they require in readiness for school. They count and use numbers in their play. They learn to link sounds with written letters they represent. Pre-school children can recognise their name and begin to write it. Children develop good social skills as they play and share resources with their friends.

Setting details

Unique reference number	EY416472
Local authority	Essex
Inspection number	1116602
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	55
Number of children on roll	100
Name of registered person	Wright Start Day Nurseries Limited
Registered person unique reference number	RP904920
Date of previous inspection	7 May 2015
Telephone number	01277356885

Wright Start Day Nurseries registered in 2010. The nursery employs 19 members of childcare staff. Of these, 17 hold appropriate early years qualifications at level 2 or above. The nursery opens from 7am until 6.30pm, Monday to Friday all year round.

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