

The Rochford Day Nursery

2-4 Ashingdon Road, Rochford, Essex SS4 1NJ



Inspection date	23 August 2018
Previous inspection date	5 March 2014

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Outstanding	1
Effectiveness of 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

The provision is good

- Managers and staff provide a welcoming, stimulating and secure learning environment. They know children and their families well. Children develop strong bonds and close relationships with their key person.
- Children are settled and happy at this friendly nursery. The relationships between children and staff are warm and positive.
- Staff follow policies and procedures well. They assess and minimise risks and help children to keep themselves safe. Children benefit from a rich and stimulating learning environment with an excellent range of resources.
- Partnerships with parents are very good. Parents praise the very good care, support and learning opportunities the staff provide for their children. Staff share information with parents about their child's progress and provide parents with ideas on how they can support their child's learning at home.
- Transition arrangements within the nursery and with local schools are strong. There are good systems in place to support children emotional well-being as they move rooms within the nursery and when moving on to school.

It is not yet outstanding because:

- Occasionally, staff working with the youngest children do not take full account of their interests and stage of development when planning learning experiences.
- Not all staff model best hygiene routines or remind children to wash their hands at appropriate times. Therefore, younger children do not learn about good hygiene practice.

What the setting needs to do to improve further

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

- strengthen planning for the youngest child, so their learning experiences take full account of their individual needs, interests and stage of development to support them to make even better progress
- review handwashing procedures to promote good health consistently across the nursery, so that children learn how to follow positive routines to meet their own personal care needs, especially the younger ones.

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 managers 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 leadership and management is good

The arrangements for safeguarding are effective. There are robust safe recruitment and induction procedures in place. The managers and staff have a comprehensive understanding of safeguarding and their responsibilities to protect and supervise children. There is a very strong team spirit and staff value the importance of working together. Managers recognise staff strengths in practice and provide constructive feedback where necessary. Staff have good opportunities for further training. The managers use additional funding well to tailor activities to meet children's individual needs and extend their learning further. For example, they have recognised that there are opportunities available to further enhance younger children's access to imaginative role-play activities in the outdoor area.

Quality of teaching, learning and assessment is good

Staff plan effectively to meet children's interests and to offer challenge in their learning. Staff encourage pre-school children to practise their early reading and writing skills well. For example, children learn the sounds and names of letters in the alphabet and write their names. Younger children have fun learning to make marks in sand using wheeled vehicles. Staff interact well with children to help support their communication, language development and mathematical skills. They model words, introduce narratives into play and use gestures alongside words to support children who are not yet speaking.

Personal development, behaviour and welfare are good

Staff carefully nurture babies and have developed flexible settling-in procedures to help children develop close attachments with staff. Staff prioritise children's emotional development. For example, they help toddlers explore a range of feelings and talk to them about these emotions. Staff use a variety of successful strategies to encourage children to listen to and respect each other's views. They skilfully help older children to understand their feelings and manage their own behaviour, and children take turns and cooperate well. Children benefit from an exciting outdoor play area, they enjoy accessing lots of opportunities to play energetically.

Outcomes for children are good

Children are well prepared for their next stage of learning and the eventual move on to school. Children are happy, busy and inquisitive. For example, during an activity, younger children enjoy investigating the texture of mash potato and beans as they squash and squeeze the potato and beans in their hands. Older children engage in a range of activities that actively promote their early literacy skills. For example, they learn to recognise the letters that make up their name. They enjoy sharing books with adults in the indoor and outdoor environments. The children's mathematical skills are well developed. For example, pre-school children enthusiastically talk about the sunflowers grown from seeds, engaging in watering and measuring.

Setting details

Unique reference number	402557
Local authority	Essex
Inspection number	10068451
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	
Age range of children	1 - 4
Total number of places	85
Number of children on roll	85
Name of registered person	Bradley, Michael Peter
Registered person unique reference number	RP513603
Date of previous inspection	5 March 2014
Telephone number	01702549549

Rochford Day Nursery (The Rochford Kids Club) registered in 2001. The nursery employs 18 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, one at level 6, and one at level 2. One manager holds early years professional status. The nursery also employs a full-time chef. The nursery opens Monday to Friday all year round. Opening times are from 7am until 6.30pm. The nursery provides funded early education for two-, three-, and four-year old children.

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