

# Inspection of Shenfield Day Nursery

11 Hutton Road, Shenfield, Brentwood CM15 8LA

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Inspection date: 27 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Staff create a home-from-home environment, where children show that they are very happy and feel safe and secure. Children are motivated and eager to join in because activities and experiences build on their unique interests. Younger children have immense fun blowing bubbles and they stretch up high to pop them. They are enthusiastic to join in with actions to their favourite songs that staff sing to them.

Children positively benefit from the arrangement of the inviting outdoor areas. For instance, the low-level fencing with inter-connecting gates provides children with the freedom to explore. Children build positive relationships with children of different ages. This also helps children to move between rooms, as they are familiar, and to welcome the sensitive interactions of all staff. Children show a very good awareness of the uniqueness of themselves and others. Older children talk about why individuals who have a sight impairment benefit from a guide dog to help them in their daily life. Children use some basic sign language and understand that their skills may help an individual with a hearing impairment.

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

- The managers are ambitious and dedicated to their role. They value the views and comments of parents, children and the staff to help identify areas for improvement. For example, clear plans are in place to further develop the 'secret garden' in the outdoor area.
- Children have many opportunities to be physically active, both indoors and outdoors. They balance on tyres and negotiate space well as they run at speed. Children have a growing awareness of their own abilities and learn how to assess their own risks. For example, younger children know to step slowly in and out of the sandpit.
- The managers prioritise staff morale and their well-being. They are knowledgeable about factors that may have an impact on this. Managers promote a culture of openness, where staff feel very well supported and work well as a team.
- Staff support children to develop a sense of right and wrong. Younger children learn to share toys and older children show friendly and respectful behaviour.
- Staff challenge children effectively to build on their mathematical skills. For example, younger children work out, through trial and error, how to balance different-sized cylinders on top of each other to create a tower. Older children solve mathematical problems, such as addition and subtraction as they play a game of bowling.
- Staff place a strong emphasis on promoting children's language skills. For example, they respond to younger children's babbles and support the pronunciation of words they attempt to say. This means that younger children

learn the pattern of conversation. Older children use complex sentences to recall previous experiences.

- Staff ensure that children have independent access to a wide range of books throughout the nursery. They read to children with great enthusiasm and make stories come alive. For example, older children watch a puppet show of a familiar story performed with marvellous expression by staff. Younger children point to the characters in books. This means that children develop very good listening and attention skills and express a real love of books.
- Parents are very complimentary of the staff team and the opportunities and experiences they provide for their children. They describe the staff as 'great'. Staff keep parents regularly informed of their child's good progress. However, they do not always inform them of their child's next steps in learning to fully support a shared approach to children's learning.
- The managers are aware of the need to form positive working relationships with staff at other settings that children attend. Staff regularly share information with a majority of these settings to support children's continuity of learning. However, the managers have not fully explored all strategies to extend these partnerships with all early years settings.
- Staff encourage children to be independent and manage their own personal needs. For instance, children wipe their own nose and put the tissue in a bin. However, staff do not consistently raise children's awareness of a good hygiene routine, such as washing their hands afterwards.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff understand their responsibility to safeguard children. They have a good knowledge of the signs and symptoms of abuse. Staff know the procedure to follow should they have concerns about a child or if an allegation is made against a member of staff. Staff regularly update their training to support their safeguarding knowledge. This helps to promote children's safety and well-being. The managers follow safer recruitment procedures to ensure the suitability of staff and take steps to assess their ongoing suitability.

## **What does the setting need to do to improve?**

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

- extend the good range of information given to parents about children's learning experiences to fully support a shared approach to children's learning
- strengthen the partnerships with all other early years settings that children attend
- help children to extend their understanding of good hygiene practices.

## Setting details

<b>Unique reference number</b>	EY481915
<b>Local authority</b>	Essex
<b>Inspection number</b>	10076290
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	0 to 4
<b>Total number of places</b>	37
<b>Number of children on roll</b>	55
<b>Name of registered person</b>	Hutton Child Care Limited
<b>Registered person unique reference number</b>	RP903097
<b>Telephone number</b>	01277211212
<b>Date of previous inspection</b>	26 January 2016

## Information about this early years setting

Shenfield Day Nursery registered in 2014. The nursery employs 20 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. The nursery is open each weekday from 7.30am until 6pm all year round. It provides funded early education for three- and four-year-old children.

## Information about this inspection

**Inspector**  
Lorraine Pike

## Inspection activities

- The inspector and the managers completed a walk around the nursery and discussed the managers' plans and reasoning for the early years curriculum.
- The inspector held discussions with staff and children at appropriate times during the inspection. She held a meeting with the managers and reviewed a sample of records, including evidence of staff suitability and qualifications.
- The inspector completed a joint observation with one of the managers.
- The inspector observed the quality of staff's teaching and their interactions with children during activities, indoors and outdoors. She assessed the impact this has on children's learning.
- The inspector spoke to a number of 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.

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