

# Inspection of Belmont Childcare Limited

Stifford Children's Centre, Parker Road, Grays RM17 5YN

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Inspection date: 23 June 2021

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## **Overall effectiveness**

**Good**

The quality of education

**Good**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Requires improvement

## What is it like to attend this early years setting?

### The provision is good

Children arrive eager to greet staff. They and their families are welcomed each day by managers who make sure essential information is shared. This contributes significantly to the high-quality of care children receive. Children settle quickly into activities in the rooms. They have excellent relationships with their key persons and thoroughly enjoy small group activities and one-to-one time with people who understand their needs. Children feel comfortable, confident and valued. They respond well to staff's clear expectations. Across the setting, children use their home language in their play and staff effectively support this.

Children develop high levels of independence. From a young age, they learn to put on their shoes and hats before going out to play in the sunshine. The oldest children demonstrate their understanding of how to look after the environment, making sure they dispose of rubbish appropriately. They learn about fresh fruit and vegetables as they use these in their imaginative play. They describe the taste, texture and smell of the food, identifying the items they like and eat regularly. Children make the most of the opportunities for learning outdoors. They are busy, cooperate and learn with their friends, and with the support of staff.

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

- Children's behaviour is exemplary. Staff's highly successful implementation of behaviour management strategies is invaluable in supporting children to gain control of their feelings and to deal with frustrations. Children appreciate praise from staff and know when they have done well. They explain the boundaries, showing that they understand staff's expectations. Children act very responsibly and sensibly. They listen attentively to staff and follow instructions.
- Children have excellent concentration and exhibit an extremely positive attitude to learning. Staff identify children's learning needs and support them to build on what they know and can do, using activities and resources that capture their interest and imagination. They know when to extend children's learning and how to challenge them to test their abilities. Children are fascinated by interesting resources, such as globes. They study them carefully to find countries that have significance for their families.
- The manager describes the ambitious range of experiences that children are offered and how this contributes to their learning of essential skills. She explains how these experiences must be delivered in a carefully sequenced way so that children can process new information and embed their learning. Staff, through their interactions with children, show that they understand what children need to learn and what they can do to help them achieve this.
- Children love to learn new words and to use them. Staff place strong emphasis on helping them to develop a wide vocabulary. During activities with a

mathematical focus, children hear and use the language to describe the size and shape of objects. They then recall these words when listening to a story. When an object is described as 'big', the children suggest alternative words, such as 'huge and massive'. This shows they understand mathematical ideas and are building their bank of words.

- Parents say that relationships with staff are extremely strong. They say they are well informed about their children's daily experiences. They know what their children are learning and where there are any gaps because staff discuss this with them. Parents say they feel supported by staff and are included in decisions about additional support for children. Parents appreciate the hard work by all members of staff.
- Managers and staff have made significant improvements in the organisation, including staff well-being and deployment. This ensures there is more time for staff to interact positively with children. Managers help staff to identify further areas for improvement, including training needs. The very positive effect of behaviour management training is clear. However, there is not a strong enough focus on supporting staff to raise the quality of their interactions with children to an outstanding level.
- Staff work well with other professionals. They successfully implement specific learning programmes designed to support children who need extra help to make the best progress possible. Staff know their children well and tailor their interactions to their immediate needs. Children receive continuous support and guidance throughout the day.

## Safeguarding

The arrangements for safeguarding are effective.

Staff understand their responsibility to safeguard children in their care. They recognise the possible changes in children's behaviour that may indicate they are at risk of harm. Staff know the procedures to follow in the event of a concern about a child or the behaviour of adults. They know how to record and report safeguarding concerns. The designated lead practitioners for safeguarding work closely with their local authority partners to help ensure the safety of children. All staff attend regular safeguarding training so that their knowledge and understanding is up to date.

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

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

- focus staff professional development on further enhancing the quality of their interactions with children.

## Setting details

<b>Unique reference number</b>	EY489293
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10119035
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	39
<b>Number of children on roll</b>	47
<b>Name of registered person</b>	Belmont Childcare Ltd
<b>Registered person unique reference number</b>	RP533644
<b>Telephone number</b>	07938770785
<b>Date of previous inspection</b>	30 July 2019

## Information about this early years setting

Belmont Childcare Limited registered in 2010 and operates from premises on the Belmont Castle Academy School site in Thurrock. The setting is open 8am to 6pm, Monday to Friday, for 50 weeks of the year. There are 11 childcare staff of whom 10 have an appropriate childcare qualification at level 2 and above. The setting provides funded early education sessions for three- and four-year-old children.

## Information about this inspection

### Inspector

Alison Reeves

## Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken this into account in their evaluation of the setting.
- The manager and the inspector completed a learning walk together to understand how the curriculum is organised.
- The inspector carried out a joint observation with the manager. They assessed the quality of education and the impact of teaching on children's learning.
- Children spoke to the inspector about their learning. Staff spoke to the inspector about their teaching, their role as key person and safeguarding practice.
- Parents spoke to the inspector about children's learning at the setting, and the communication and support they receive from staff.
- The inspector checked documents relating to staff's suitability and qualifications, including paediatric first aid and safeguarding.

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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