

# Inspection of Heritage Day Nursery

30 Dorian Road, Hornchurch, Essex RM12 4AN

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Inspection date:

12 July 2021

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## **Overall effectiveness**

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## **Requires improvement**

The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

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

### The provision requires improvement

Generally, staff know children well and create a cosy feel in the nursery. Staff build positive relationships with children. Overall, children are happy and feel safe. They respond to their peers with kindness. The setting's rules are clear and positive, such as encouraging children to be kind to each other. However, staff do not regularly implement this policy. For example, they do not consistently adopt positive phrases when they remind children of their expectations. On occasions, staff use more negative language, such as 'no pulling' or 'no pushing'. This gives inconsistent messages to children and does not make it clear to children what is expected of them.

Children enjoy making choices about their play and experiment with the variety of resources on offer. They engage in activities to develop their mark-making skills. For instance, children use pens and crayons on large pieces of paper on the floor to practise their early writing skills. Children play happily together in the role-play area. They pretend to make food, and wash dolls and brush their teeth.

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

- Overall, staff work together to consider children's development and plan activities that children enjoy. However, not all staff have clear intentions for what they want children to learn during activities. They sometimes do not challenge children to achieve at the highest possible level. For example, during group activities, children sometimes spend long periods of time waiting. This means that, at times, children are not motivated to learn and are distracted.
- The quality of some staff's interactions and teaching is not at a high enough standard to help children develop their thinking skills. Some staff miss opportunities to build on children's curiosity, level of understanding and independence. For example, when children show interest in how to create colours with paint, staff squirt the paint that is needed out. They do not engage children in conversations or build on any prior knowledge about colour mixing.
- Generally, children have opportunities to develop their self-care skills, such as peeling satsumas and hanging up their own aprons independently. Older children help to set the table for lunch and call their peers to join them when everything is ready.
- Staff remind children to use polite manners, such as saying please and thank you. This contributes to children developing respectful attitudes. Children consider their friends needs and well-being, such as collecting extra resources to share between each other. However, on occasions, staff do not give clear messages about their expectations to children. This can lead some children to become confused and apologise for other children's behaviour, unsure if they have done something wrong or not.

- All staff, including apprentices, have regular supervision sessions with the manager. However, these sessions are not fully effective at supporting all staff to develop their skills and knowledge. Some staff are aware of what they need to work on to improve their practice and are beginning to implement strategies to build on this. The manager supports staff to gain new skills, through a professional development programme. For instance, staff use skills that they have learned in signing to support children to communicate and engage in songs.
- Staff talk to children about the impact of healthy foods, such as peas, as children eat them. They support children to develop their large movements as they climb on equipment and jump to letters and numbers on the floor in the outdoor space. Children learn how and why it is important to care for their bodies.
- The manager works hard to develop positive parent partnerships. She has used an online system to share activity suggestions with parents during the COVID-19 (coronavirus) pandemic. This has contributed to helping families gain ideas to support their children's learning. Overall, parents speak about the setting and staff in a positive way.

## Safeguarding

The arrangements for safeguarding are effective.

Managers follow safe recruitment procedures to ensure that staff working with children are suitable. They make sure that ongoing supervision sessions, training and team meetings help to keep staff's knowledge of safeguarding up to date. Staff have a secure understanding of safeguarding and know the signs of potential abuse. They know the correct procedures to follow to escalate concerns regarding a child's welfare. Staff understand their duty to contact appropriate agencies if they are concerned about staff's behaviour. They carry out detailed risk assessments, to help them provide a safe environment for children in their care.

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

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

- ensure that staff clearly understand what they want children to learn and are highly skilled at challenging children, to raise learning to the highest level
- support staff to improve the quality of their interactions with children to help build on children's independence, understanding, knowledge and thinking skills further
- help staff to make their expectations of children's behaviour clearer, so that all children understand and know how to behave.

## Setting details

<b>Unique reference number</b>	EY560287
<b>Local authority</b>	Havering
<b>Inspection number</b>	10190362
<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>	1 to 4
<b>Total number of places</b>	20
<b>Number of children on roll</b>	12
<b>Name of registered person</b>	Akubueze, Muyibat Abeje
<b>Registered person unique reference number</b>	RP514333
<b>Telephone number</b>	07950532499
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Heritage Day Nursery registered in 2018. The nursery opens each weekday from 8am to 6pm, all year round. It currently employs five members of staff. Of these, two hold relevant childcare qualifications at level 6, one holds a level 3 qualification and two apprentices are working towards childcare qualifications at level 3, one of whom is also qualified to level 2. The nursery offers early funded education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Leanne Stranger

## 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 that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together and discussed how the environment is organised to support children's learning.
- Children and parents spoke to the inspector and provided written information to share their views of the setting.
- The inspector and manager carried out a joint observation of an activity.
- The inspector sampled a range of documentation, including training certificates, policies and procedures and risk assessments.
- The inspector observed the quality of interactions between staff and children.

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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