

# Inspection of Welcome Nurseries@Essex

The Essex Golf and Country Club, Earls Colne, Essex CO6 2NS

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Inspection date: 28 October 2021

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children demonstrate their confident attitudes to learning through good levels of curiosity, concentration and enjoyment. They listen closely and reply positively to staff and each other. For example, while playing with the toy kitchen, they use simple mathematical language as they talk about having small and bigger pieces of wooden melon. Children are clear with staff that 'we don't touch ovens as they are hot', showing a growing awareness of keeping themselves safe.

Children play with toys including tills and shop items. They use their imagination and draw on previous experiences as they show that they know how these work. Children press buttons on the till and turn products over in their hands as they look for the barcode to scan. Those with special educational needs and/or disabilities are able to make themselves understood. Their communication skills are encouraged and supported to develop. When children use incorrect words, staff promote their developing vocabulary by repeating these correctly. Children enjoy working one to one with staff. They eagerly show how they can hold a pencil between their finger and thumb and then draw shapes on paper.

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

- The special educational needs and/or disabilities coordinators work with children. They are consistent in applying techniques to support children's learning and development in relation to communication, using sign language and visual clues. Staff work closely with families and other agencies in the best interests of each child. However, there is room to develop stronger links with other settings that these children attend, so that information about each child's wider skills and abilities is shared.
- Staff act as positive role models. They talk with children, demonstrating the protocols of conversation by taking turns to speak and listen when sharing their views and ideas. Children learn about making their needs understood through conversations. They develop positive attitudes, and behaviour is good throughout the nursery. Children show kindness as they encourage others to join in their games and share toys willingly.
- Children are supported well to prepare for their eventual move on to school. They learn to manage their personal hygiene independently and develop the physical skills required for managing coats and shoes. Emphasis is placed on supporting children's emotional well-being and confidence. Children meet their new school teacher and enjoy opportunities to dress up in various school uniforms. As they play and interact, they become more familiar with the various aspects associated with their move to school.
- Children demonstrate very good physical skills, for instance as they coordinate and control a pencil and sharpener. They show their understanding of how to

use these single-handed tools, sharpening the pencil ready to colour in their picture. Other children manipulate play dough and use cutters to create different shapes. Staff are warm and caring, showing patience as they interact and help to extend children's play and learning. However, planning is not yet consistently focused to ensure children can test out their new knowledge and skills.

- Members of the leadership team have clear ideas for providing good-quality, inclusive care and education. They focus on developing shared values with children, staff and parents. All policies and procedures are shared to help everyone work together. Leaders actively listen to parents, taking their views into account. A most recent example of this is the development, following a parent survey, of the nursery menus. These have been extended to include a wider range of healthy dessert options for the children.
- Leaders are very aware of the main pressures on staff, both personally and professionally. They provide opportunities for them to discuss these and identify any additional help needed. Staff report that managers are very supportive, easy to talk to and listen to their ideas. Staff are keen to continue extending their training and report that they have good opportunities to do this.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders encourage a culture of effective safeguarding practice. All staff complete training and are confident to identify children who may need early help or those at risk of neglect, abuse or exploitation. The leadership team and staff know how to record and swiftly report any concerns about a child at risk. Safer recruitment processes mean that all adults are vetted, and those awaiting Disclosure and Barring Service checks are never left unsupervised with children. This helps to ensure that children attending the nursery remain protected from unsuitable adults.

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

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

- develop further the system of working in partnership with other settings children attend
- ensure that planning is consistently sequenced to help children build on and test out their learning over time.

## Setting details

<b>Unique reference number</b>	2589090
<b>Local authority</b>	Essex
<b>Inspection number</b>	10212666
<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 at time of inspection</b>	1 to 4
<b>Total number of places</b>	92
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Welcome Nurseries Ltd
<b>Registered person unique reference number</b>	2576357
<b>Telephone number</b>	01787 221663
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Welcome Nurseries@Essex registered in 2020 and is situated in Earls Colne, Essex. The nursery employs nine members of childcare staff, all of whom hold appropriate early years qualifications at level 2 or above. The nursery opens for 51 weeks a year. Sessions are from 7am to 7pm Monday to Friday. A holiday club and crèche are in operation at the nursery to support families with older siblings and adults using the on-site golf and leisure facilities. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lynn Clements

## Inspection activities

- This was the first routine inspection the setting received since the 2020-21 COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leadership team, and this has been considered in their evaluation of the nursery.
- The leadership team accompanied the inspector around the nursery and completed a learning discussion about how the inside and outside facilities are used to support the curriculum and children's learning and development.
- The inspector carried out a joint observation of an activity with the manager, and together they evaluated this.
- Children spoke to the inspector about what they enjoy doing in the nursery.
- Parents and staff spoke with the inspector at appropriate times during the inspection.
- The inspector reviewed relevant training certificates and documentation, including the suitability checks of all adults working in the nursery.

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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