

# Inspection of Great Child Nursery & Pre-School

42 Mawney Road, Romford, Essex RM7 7HT

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Inspection date: 17 November 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 settle well. They form secure bonds with staff, who are attentive to their individual needs. This supports children to feel safe and secure. Children enter the nursery happily and demonstrate they enjoy their time there. They are well prepared for the next stage in their learning, including school. Children are confident to explore the environment. They delight in playing with materials, such as sand, paint and cooked spaghetti. Children develop good communication skills. Staff support children's language skills by getting down to their level, speaking clearly and adding new words into their vocabulary. Children are learning sign language from staff as another way to communicate their needs and how they are feeling. This particularly helps children who are not yet confident in speaking English.

Children behave well. Staff skilfully support children to understand boundaries and to develop an awareness and respect for their peers. For instance, staff allow children time to try and resolve conflicts and take turns on their own. They step in to support children, if needed.

Due to the COVID-19 pandemic, parents are not yet able to go into the nursery. However, staff make time to ensure parents are kept up to date and have used a wide range of communication tools to do this.

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

- The management team are keen to improve the setting even further. They have a good understanding of their roles and carry these out effectively. The management team meets regularly with staff to discuss best practice and identify training needs.
- Children's independence is nurtured well within the nursery. Staff encourage children to have a go when trying to complete tasks for themselves. Children demonstrate their skills well when they put on their own coats to go outside to play and blow their own noses.
- A well-organised key-person system supports children to form strong attachments and promotes their well-being. Staff gather information about children before they start and share information with parents about their child's progress in a range of ways.
- Parents and carers are happy with the setting and express how much their children enjoy attending. They speak highly of the staff and particularly value how much they have helped with the good progress children are making. Staff make good use of opportunities to involve parents and carers. The regular exchange of information keeps them up to date with what is happening at the nursery.

- Staff support children with special educational needs and/or disabilities effectively. They work closely with the child's family and other professionals. Achievable targets are set to promote the children's ongoing care and progression in their development.
- Healthy meals and snacks are provided, which adhere to any special dietary requirements or allergies children may have. Staff have enhanced the way in which accidents are reported and monitored. This ensures parents are kept well informed and future risks can be minimised. Children enjoy a vast outdoor area, where they have plenty of opportunities to be physically active.
- Staff have been proactive in identifying the impact on children's learning and development of prolonged absences, due to the COVID-19 pandemic lockdown periods. They have a consistent approach to supporting children's learning. Children are catching up quickly, especially in their communication skills.
- During mealtimes, older children serve their own meals and are able to skilfully spoon food onto their plate. Younger children find their own placemats and sit at their chosen chair. However, at times, younger children are kept waiting. This leads to them becoming restless and, occasionally, has an impact on their behaviour.
- The learning environment is inviting and there are lots of exciting resources that are easily accessible to children. Staff plan enjoyable activities that children are keen to take part in. However, at times, group activities are not consistently organised to support the younger children, who do not always stay actively engaged in their learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers demonstrate they understand their role as designated safeguarding leads for the nursery. They attend relevant training to keep their knowledge updated. Staff understand the nursery's safeguarding procedures and how to identify signs of possible abuse. They know what to do if they have concerns about the welfare of a child and how to report safeguarding concerns to relevant agencies. Staff follow risk assessments that are in place and encourage children to manage their own risks. For example, children are taught to be careful when climbing and are supported by staff to ensure their safety.

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

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

- enhance group activities to ensure all children are fully engaged to support their learning further
- review daily routines to ensure younger children stay active in their learning.

## Setting details

<b>Unique reference number</b>	EY561493
<b>Local authority</b>	Havering
<b>Inspection number</b>	10190495
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 8
<b>Total number of places</b>	70
<b>Number of children on roll</b>	50
<b>Name of registered person</b>	Great Child Company Limited
<b>Registered person unique reference number</b>	RP903903
<b>Telephone number</b>	07947746041
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Great Child Nursery & Pre-School is a privately owned nursery, pre-school and after-school provision. It registered in 2018. It operates each weekday between 7am and 7pm. The provider employs eight staff. Of these, two hold level 6 qualifications and five hold appropriate level 2 or 3 childcare qualifications. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Claire Nunn

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed staff's interactions with children in all rooms, both indoors and outdoors, to assess the impact this has on children's learning.
- The inspector held discussions with the manager, deputy, staff, and children at appropriate times during the inspection.
- The manager carried out a joint observation with the inspector and discussed the quality of education provided.
- The inspector looked at a sample of the nursery documents. This included evidence of staff suitability and training.
- The inspector took account of the views of parents spoken to on the day.

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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