

Inspection of Witham Nursery

52 Maldon Road, Witham, Essex CM8 1HN

Inspection date: 11 March 2022

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

The provision is good

Children settle into the nursery quickly. If children struggle, they are able to look at the visual timetable so that they know what will happen next. Children help to make sure that their friends are safe. For instance, they work with staff to complete checks, such as counting the number of children who are present. Children enjoy the range of resources on offer. Younger children jump around excitedly trying to catch bubbles in the air. Older children use their imaginations. For instance, they pretend to make meals for visiting adults. They carry cups carefully, pretending that they are full of tea for the visitor to drink.

Children focus and concentrate well. They quickly settle down at their chosen activity. Children learn to use tools for a purpose. For instance, they sit engrossed in what they are doing as they use scissors to cut paper. Children recognise that they need to use different scissors depending on which hand they are using. They enjoy experimenting to see which scissors work best. Children are happy when they master the skill, proudly smiling at staff, who celebrate their achievements with them.

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

- Children develop their vocabulary at the nursery. Young children learn to form simple sentences. Staff introduce new words that are relevant to children's interests. For instance, older children watch diggers on a nearby building site. The staff talk to them about the diggers 'excavating' the ground, explaining what the word means. This helps children to use this new vocabulary effectively.
- All children learn to complete tasks independently. They serve themselves from large dishes at lunchtime. Staff encourage them to persevere when using the serving spoons, before offering them help and support. Children enjoy healthy meals. They return for more once they have finished what is on their plate. Children wait patiently until their friends have finished eating before they go to play outside. This helps them to develop their social skills.
- The dedicated staff team forms meaningful relationships with families. Children are carefully monitored and receive targeted and purposeful support when needed. For instance, staff use additional funding the nursery receives to support children's emotional development. As a result, children quickly catch up with their peers. Children learn to share their feelings with others around them. Staff regularly talk to parents about the children's progress. They share strategies with parents to support children's behaviour. This provides children with consistency between the nursery and home.
- Staff support children to count confidently, for example when they count the number of items on a board. Staff extend the most able children. For instance, they encourage the children to add two sets of items together to see how many

they have in total. They use appropriate mathematical language, such as 'add' and 'equals'. Children respond positively to this. Staff encourage children of different abilities to work together. This supports them to learn from one another.

- Children are physically active and learn to take risks safely. For instance, they climb up play equipment and persevere as they try to climb back down. Staff supervise children closely. They swiftly respond to emerging hazards. For instance, they recognise that the equipment is becoming slippery due to the rain. Children embrace the changes that staff make, remaining fully engaged. For example, they sit under a large parachute which covers the top of the climbing frame to sing songs.
- The majority of staff encourage children to talk about what they see happening during activities. However, the less experienced staff do not consistently offer explanations to children or encourage them to share what they know. This means children do not have enough opportunities to think things through to help them understand why things happen or to discuss them.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of their roles and responsibilities to keep children safe. If children injure themselves at the nursery, parents are informed so that they can monitor their children at home. Staff complete regular safeguarding training. They share information from training with the wider staff team so that everyone is kept up to date. Managers liaise with other professionals. They share relevant information regarding children's welfare. Staff are aware of what to do if they have concerns regarding their colleagues. They are confident about the process to follow if their concerns are not dealt with appropriately.

What does the setting need to do to improve?

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

- support the less experienced staff to provide children with clear explanations and encourage children to confidently share their knowledge with others.

Setting details

Unique reference number	EY295639
Local authority	Essex
Inspection number	10127353
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	41
Number of children on roll	57
Name of registered person	Wakelin, Belinda Frances
Registered person unique reference number	RP513442
Telephone number	01376 517611
Date of previous inspection	19 November 2015

Information about this early years setting

Witham Nursery registered in 2004. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. It is open from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jenny Hardy

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, the owner and the manager completed a learning walk together and discussed the curriculum on offer and what they intend children to learn.
- The manager and the inspector jointly observed staff's interactions with children. They discussed the impact of these interactions on children's learning.
- The inspector spoke to parents and read written feedback from parents who were unable to attend. She took their views into consideration.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector viewed a range of documents, including staff suitability documents and qualifications.

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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