

Inspection of Schoolgate Nursery

Medway Block, Carters Mead, Harlow, Essex CM17 9EU

Inspection date: 22 March 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive and are extremely happy and settled in this all-inclusive, supportive nursery. They are greeted with warmth, making them feel welcome and valued. Staff consistently provide high-quality care and education to meet all children's individual needs through meaningful and exceptionally well-organised play experiences. As a result, all children, including those with special educational needs and/or disabilities or those who speak English as an additional language, make very rapid progress.

Children have exceptionally high levels of independence. They are excited to be at the nursery and have strong bonds with staff. Children enjoy the challenges and love sharing their achievements with others. For example, they confidently show that they can put their coats on to go outside. Children ask questions and boldly suggest possible answers or opinions. Staff listen and extend children's learning to help them think deeper on subjects. Children are very imaginative and highly creative thinkers. They adore playing with the imaginary nursery dog, feeding and taking him outside for walks. Children enjoy role-play activities on the wooden train, pretending to travel to the zoo to meet the animals. They extend their activities independently, for example by walking around the pretend zoo to meet animals and interact with them.

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

- The quality of education is outstanding. Staff meticulously assess children's development. They use this information to plan a curriculum that consistently targets children's next steps in learning. Staff reflect on their practice to find new ways to provide exciting opportunities for children.
- Staff place a high importance on inclusion. They ensure that all children have access to a wide range of experiences. Children take 'Passport Ted' on holiday or take a nursery puppet home for the weekend.
- Children behave exceptionally well. They understand and take pride in following the nursery rules. Staff are excellent role models, which helps children to learn to respect others, listen carefully, take turns and share. As a result, children enjoy a calm and positive learning environment.
- Staff seamlessly integrate learning into play activities. Children show extremely high levels of engagement. For example, they enjoy creating and serving food in their role-play restaurant. Children develop early writing skills as they write down orders on their clipboards. They engage in conversations with staff who become the customers at their restaurant.
- Partnerships with parents are exceedingly effective. Parents are very positive about the staff and the learning opportunities children receive. They state that communication is exceptional. Parents appreciate the regular newsletters and

daily feedback on what their children have been learning and enjoying.

- Staff place a high importance on preparing children for the school environment. Children benefit from visits by the Reception teacher. They practise putting on school uniform and look at books with photos of the schools children will attend. This helps children to experience a seamless move to school.
- The provider is highly involved. She provides exceptional support to staff and has a clear vision for the nursery. Staff's welfare is a high priority, which helps staff to feel valued and supported to undertake continuous professional development.
- The mathematics curriculum is effectively embedded in teaching. For example, children count their fruit at snack time, and bugs in the garden. Staff ask children questions such as 'how many', 'what shape', 'what size' and 'what number comes next' to help extend their thinking and learning.
- Staff promote children's oral health and personal hygiene exceptionally well. Children know they need to wash their hands to 'get rid of germs'. They understand the importance of cleaning their teeth to 'stop cavities' and listen to stories about going to the dentist.
- Staff place a high importance on including all children. They prioritise providing an exciting range of experiences. For example, they made an enchanting 'gadget wall' for children to navigate locks, taps, switches and bells.
- Staff recognise the importance of providing frequent opportunities for children to develop their communication and language skills. They create cosy and appealing book corners featuring an array of wonderful stories. Children quickly develop a love of reading, sharing what they learn with others. For example, one child confidently lists all the characters in a favourite book about zoo animals.

Safeguarding

The arrangements for safeguarding are effective.

All staff have very good knowledge and understanding of safeguarding children, including the types of abuse and signs to look out for. They are confident in the process of reporting any concerns and know where to find the information for reporting beyond the nursery. Staff feel confident that the safeguarding lead will listen to concerns and take any safeguarding matters further. They know about wider safeguarding issues, for example, the dangers posed to families from being drawn into radicalisation. Staff know their responsibility to report any concerns immediately.

Setting details

Unique reference number	403972
Local authority	Essex
Inspection number	10127321
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	26
Number of children on roll	33
Name of registered person	Parrish, Anita Vera
Registered person unique reference number	RP513792
Telephone number	01279413574
Date of previous inspection	19 June 2015

Information about this early years setting

Schoolgate Nursery registered in 2001. The nursery employs five members of childcare staff. Of these, three hold appropriate early years qualifications at level 3. The nursery opens from Monday to Friday during the school term times. Opening times are 8.30am to 3.30pm, which can be split into sessions 8.30am to 12pm, and 1pm to 3.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marianne Brown

Inspection activities

- This was the first routine inspection the setting 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 nursery.
- The manager, who is also the owner, joined the inspector on a learning walk of the nursery to discuss the curriculum and what they want children to learn.
- The inspector observed the quality of education indoors and outdoors, and assessed the impact this has on children's learning.
- The manager and the inspector completed a joint observation of an activity.
- Staff, children and parents spoke to the inspector during the inspection, sharing their views.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.

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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