

Inspection of Flying Start Day Nursery Chigwell Limited

Healthcare Centre, 548 Limes Avenue, Chigwell IG7 5NT

Inspection date: 12 May 2022

Overall effectiveness

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

Good

What is it like to attend this early years setting?

The provision requires improvement

Children's daily experiences and the quality of teaching vary across the nursery. Children are not always provided with good-quality interactions or activities that consistently meet their needs or stage of development. For example, during group circle time, the activities to help children learn the sounds that represent letters are too advanced, particularly as many children speak English as an additional language. As a result, children become bored and lack motivation in their learning. However, children enjoy other circle time activities. For example, they enthusiastically join in with songs and the accompanying actions.

Children settle well and are happy at the nursery. They develop positive relationships with staff and interact with them confidently. Children have easy access to a range of resources and enjoy choosing where to play in different areas of the nursery. For example, they use their imaginations and play together in the 'home corner' as they pretend to cook real potatoes.

Although the provision does not have an outside area, children have regular opportunities to visit the nearby gated community space. Children interact with the activities staff transport to the area and enjoy playing in the fresh air. This helps to support their well-being. Staff plan outings for children, such as visiting museums and farms. This helps to broaden children's experiences and promotes some wider learning opportunities.

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

- Staff do not consistently consider the individual needs and developmental stages of children when they plan and deliver activities. For example, during circle time, children struggle to understand and respond when staff hold up a three-dimensional prism shape and ask them to identify the additional shapes they can see within it. This is too challenging for children and, as a result, they quickly lose interest and gain limited new knowledge from these experiences.
- The provider, who is also the manager, carries out supervision meetings with staff. However, she has not yet implemented an effective system for evaluating and monitoring staff's skills, knowledge and understanding. As a result, staff's teaching skills and their interactions with children are not consistently good. For example, some staff speak quickly and use words such as 'balance' and 'texture' but provide no explanation for the words and do not check children's understanding. At other times, some staff provide limited interactions as children play, to support and extend their learning.
- Staff build good relationships with their key children and families. However, some staff refer to their key children's next steps and support in a general and unspecific way. As a result, they do not ensure they provide learning

experiences that are tailored to meet children's individual needs, including children with special educational needs and/or disabilities and children who speak English as an additional language.

- Children have opportunities to develop their small-muscle skills. For example, they persevere as they push and pull rolling pins to flatten brightly coloured dough. Staff provide a variety of resources for children to practise their mark making. For example, children enjoy drawing pictures using chunky chinks and coloured pencils and often show staff their achievements.
- Children have fun as they build tall towers with coloured blocks. Staff model mathematical language, such as 'tall' and 'high'. Children laugh as they stand next to the towers to see if these are as tall as them.
- Children thoroughly enjoy craft and messy activities. They show good control of their movements as they carefully dip brushes in and out of paint pots. They concentrate as they make choices about what colours they would like to use to create their pictures. Children investigate blue-coloured 'gloop' and show curiosity as they manipulate it with their fingers.
- Children benefit from a range of nutritious, freshly cooked meals and snacks. They are encouraged to serve their own lunch to help promote their independence. Staff ensure they are familiar with children's dietary requirements. This helps to support children's safety and well-being.
- Parents are complimentary about the nursery. They value the support staff offer them and their children. Parents say that staff are 'very approachable, friendly and professional'. They praise the regular information they receive about their children's experiences and development.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff team understand their responsibilities to safeguard and protect children. They know how to identify the possible signs and symptoms that may indicate a child is at risk of harm. They know how to respond appropriately to any concerns they may have about children's safety and well-being. Robust recruitment procedures ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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<p>make sure that staff consider the individual needs, interests and development of each child in their care and use this information to plan and deliver a challenging and enjoyable experience for each child in all areas of learning and development</p>	<p>06/06/2022</p>
<p>provide support and coaching for all staff, to tackle under-performance and ensure they offer quality learning and development experiences for children that continually improve.</p>	<p>06/06/2022</p>

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

- improve the effectiveness of the key-person system to ensure that every child's care and teaching are accurately tailored to meet their individual needs, including children with special educational needs and/or disabilities and children who speak English as an additional language.

Setting details

Unique reference number	EY482332
Local authority	Essex
Inspection number	10239834
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 5
Total number of places	30
Number of children on roll	40
Name of registered person	Flying Start Day Nursery Chigwell Ltd
Registered person unique reference number	RP534044
Telephone number	07908706663
Date of previous inspection	21 February 2017

Information about this early years setting

Flying Start Day Nursery Chigwell Limited registered in 2014. The nursery employs seven members of staff. Of these, two hold appropriate early years qualifications at level 3 and one holds a qualification at level 7. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Marisa White

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 manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection.
- The inspector reviewed parents' testimonials and spoke to several parents during the inspection and took account of their views.
- Documentation relating to the suitability of people working with children was checked. The inspector looked at qualification certificates and paediatric first-aid certificates.

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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