

# Inspection of Nannas Day Nurseries

Adj Queen Boudica Primary School, Cowper Crescent, Colchester, Essex CO4 5XT

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Inspection date: 14 June 2022

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

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

### The provision is outstanding

Children adore attending this exciting, stimulating and supportive nursery. They settle quickly and feel secure, due to the consistent efforts of staff. Children form exceptional relationships with their key person. They build on social skills from a young age. As a result, children make friends rapidly. They enjoy exploring and developing their skills and knowledge alongside their peers.

Children thrive across all aspects of learning. They fast develop independence and confidence. Children frequently make choices and their opinions are valued. They can choose the flavour of infused water in their room and vote on a story and a main activity in the afternoon. As a result, children feel listened to and important. Staff focus on making children feel welcomed and part of the nursery family. Children have their handprints displayed alongside others when they join. They are also encouraged to take part in setting-wide festivities and challenges. For example, children take part in nature walks, litter picking, decorating pebbles and taking learning projects home to complete.

Children's behaviour is excellent. Staff act as strong role models for sharing, turn-taking, and respecting and supporting others. Children become all-rounded individuals with a firm sense of themselves. They learn about their emotions and how to self-regulate and problem-solve. This is due to staff's incredible support and deep knowledge and understanding of each child and the best ways to support their learning and development.

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

- Teaching methods are exceptional. Room leaders support staff to adopt outstanding practice. Staff challenge children to think deeper, problem-solve and risk assess. They model language and introduce new words and concepts. As a result, children become confident speakers, explorers and investigators.
- Children with special educational needs and/or disabilities, those who speak English as an additional language, and those with specific health needs, make brilliant progress. Staff are highly receptive to children's needs. They create support plans with achievable goals and quickly put interventions in place, for example visual routines, dual-language books and stretching activities. Support plans are regularly reviewed, understood and followed by staff. As a result, all children progress rapidly.
- Parent partnerships are remarkable. Staff go beyond expectations to include and support families. They provide breakfast food, a food bank and communication books for sensitive information-sharing. Menus, advice for healthy living and the setting's ethos and visions are also shared. Staff clean clothes on site and provide books and educational activities to take home. Parents give incredibly

positive feedback. They appreciate the effective support and communication. Parents feel that their children settle quickly and thrive at the nursery.

- Rooms and garden spaces are vibrant and welcoming. There is an exceptional range of resources, accessible to all children. Independent learning opportunities are bountiful, and children are encouraged to become room helpers. As a result, atmospheres are calm and children are highly engaged in stimulating activities.
- Children develop respect and care for living things. They grow vegetables, find nests using magnifying glasses, and help look after African land snails. As a result, children appreciate their environment and enjoy exploring. They learn about animals, habitats and how to look after the world around them. They suggest litter picking outside and take pride in tidying up after themselves.
- Children become accepting and respectful of others' opinions and differences in interests. Staff promote excellent manners at mealtimes and snack times. Children enjoy learning about festivals, cultures and other languages.
- Partnerships with schools and professionals are outstanding. The headteacher of the school on site gave incredibly positive reviews, stating that she values their relationship with the nursery. She expressed how the two settings have shared celebrations effectively, such as Remembrance Day and Christmas. Many children move on to this school, and teachers regularly visit the children. As a result, transitions to school are seamless.
- Staff's welfare is a high priority. Staff receive regular observations with feedback and supportive meetings with managers. Staff agree that professional development is highly encouraged. Leaders create badges for staff to celebrate milestones at the nursery. Staff also receive awards and gifts to show appreciation. As a result, staff tend to stay long-term, are confident and are motivated to provide the best for the children.

## Safeguarding

The arrangements for safeguarding are effective.

Staff at all levels are highly confident and knowledgeable about their responsibilities for safeguarding children. Staff receive robust training on aspects of safeguarding, such as the risks of being drawn into radicalisation. Staff know how to report their concerns and recognise the importance of quick and accurate reporting. All staff have information on the safeguarding process. They carry the relevant phone numbers for reference with them at all times. Safety on site is paramount. Staff keep the nursery safe for children. They teach children how to risk assess the environment for themselves.

## Setting details

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| <b>Unique reference number</b>                     | EY562114  |
| <b>Local authority</b>                             | Essex   |
| <b>Inspection number</b>                           | 10194230  |
| <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> | 2 to 4  |
| <b>Total number of places</b>                      | 44  |
| <b>Number of children on roll</b>                  | 93  |
| <b>Name of registered person</b>                   | Nannas Day Nurseries                                |
| <b>Registered person unique reference number</b>   | RP520738  |
| <b>Telephone number</b>                            | 01206 853476  |
| <b>Date of previous inspection</b>                 | Not applicable                                      |

## Information about this early years setting

Nannas Day Nurseries registered in 2018 and is located in Colchester, Essex. It is one of three settings owned by the same company. The nursery employs 11 members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday, from 6.30am to 6.30pm, all year round. It is closed on bank holidays. 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 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 director and manager 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, parents and the headteacher of the local school spoke to the inspector or emailed 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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