

# Inspection of New Beginnings Pre-School Day Nursery

111 Wennington Road, Rainham, Essex RM13 9TH

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Inspection date: 25 May 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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 form excellent bonds with the staff that care for them. They are confident, happy and caring towards their peers. The secure environment helps children to become very confident to make their own choices and express their ideas and views. Children gain an exceptionally strong sense of belonging and have the confidence to independently explore. Their emotional security is promoted through the consistent approach by staff to celebrate their individual attributes. This enables children to build strong friendships and show empathy for their peers. Older children have set tasks, such as 'water monitor'. They take responsibility very seriously and take pride in completing their daily tasks. Younger children enjoy sharing their own family books with familiar adults. The children's behaviour and social skills are excellent. This is encouraged by responsive staff offering praise at every opportunity.

Children demonstrate high levels of energy and excitement as they enter the safe, vibrant and well-resourced environment. They are engrossed in a wealth of captivating and highly challenging activities and experiences, which staff expertly plan in great detail. Staff kept in close contact with families during the COVID-19 pandemic restrictions. This helped to support children's emotional well-being and continuous learning. For example, staff provided ideas for children's activities at home and carried out socially distanced visits. Children make exceptional progress. They start school with an abundance of knowledge and skills and a love of learning.

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

- The provider is inspirational. She has a clear vision, ethos and sharp focus on continually evolving the outstanding facilities available. The whole management team works closely together. In addition, there is a high priority on supporting staff's professional development. This maintains the high quality of education children receive. Staff say that they are extremely well supported. They enjoy working at the nursery and say that their well-being is a high priority.
- The quality of teaching and learning is outstanding. Managers and staff place a very strong emphasis on providing a broad and balanced curriculum. The impact of this on what children know, understand, remember and can do is exceptional and highly effective. Children demonstrate high levels of enjoyment and engagement in the interesting opportunities created for them. Staff's knowledge of the importance of early years and child development means that they know how to promote children's learning very effectively. For example, staff place great emphasis on early reading. They provide high-quality reading materials for children to enjoy and constantly read with children.
- The management team is committed to the children and families in their care.

Further family support is often offered to families suffering hardships. For example, the management team provides advice on making cost-effective meals to support them and have supported all the families to sign up with local dentist practices. Families needing extra support are swiftly referred to other agencies, such as charities and support services. The nursery staff work very closely with outside professionals to ensure the best outcome is reached for families and children.

- Children develop impressive language and literacy skills. They have a wonderful love of stories, which they recall through visual aids, props and role play. For example, children act out their favourite stories to their friends in a puppet show. Staff introduce new words throughout daily activities. They bring in words such as 'enormous' and 'humongous' as they explore a storybook about a large whale. New words are remembered and understood by the children, who eagerly point them out on the 'wow word board'.
- Children in receipt of funded early education and those with special educational needs and/or disabilities are supported to reach their full potential. Staff working with the children have an exceptional understanding of their learning and physical needs to ensure that they achieve the best possible outcomes. Children's progress is constantly monitored and rapid referrals are initiated to ensure that interventions are obtained when necessary. This results in children making exceptional headway in their development. Children's health and medical needs are catered for with precision, which enables children to participate fully in the routines of the setting.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff have an in-depth understanding of child protection issues. The manager reinforces staff's knowledge. For example, she shares information from safeguarding networking meetings. The manager tests staff's knowledge through quizzes, scenarios and on-the-spot questions. Staff continually update their training and the manager completes more advanced training. They promptly refer concerns on, to keep children safe from harm. Staff carry out stringent risk assessments to promote children's health and safety. Children learn to assess risks during activities such as balancing on planks and navigating the steps.

## Setting details

<b>Unique reference number</b>	EY306276
<b>Local authority</b>	Havering
<b>Inspection number</b>	10137989
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	29
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	New Beginnings Nurseries Limited
<b>Registered person unique reference number</b>	RP525507
<b>Telephone number</b>	01708 553252
<b>Date of previous inspection</b>	21 July 2015

## Information about this early years setting

New Beginnings Pre-School Day Nursery registered in 2005. New Beginnings is situated in Rainham, in the London Borough of Havering. The setting is open each weekday, from 8am until 6pm, throughout most of the year. The provider employs 12 members of staff, including the managing director who holds early years professional status. All other staff hold appropriate early years qualifications. The provider is in receipt of funding for free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Claire Nunn

## 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 setting.
- The provider and the manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 spoke to children about their play and learning.
- The inspector carried out joint observations of group activities with the provider and manager.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- Parents shared their views of the nursery school with the inspector.

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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