

Inspection of Heritage Day Nursery

30 Dorian Road, Hornchurch, Essex RM12 4AN

Inspection date:

5 July 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

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Staff build caring relationships with children. They are kind and show warmth towards them. This helps children to feel safe and secure. For example, pre-school children who have special educational needs and/or disabilities (SEND) happily go for cuddles with staff. Children behave well. All children are reminded of the rules of the nursery and most respond well to this. For example, when children are not sharing resources in the outdoor areas, staff kindly remind them of the rules.

Children receive continuity of care. The key-person approach is developing again; it was unsteady due to staff vacancies. This has a positive impact on children's personal development. However, the curriculum is not implemented well enough to ensure all children benefit from high-quality learning experiences. Some staff do not have appropriate training to support children's individual needs.

The resourceful and well-laid-out outdoor area enables all children opportunities to develop their small- and large-muscle skills. For example, children use chalks and other mark-making tools to draw pictures and create meaningful marks. Staff deployment ensures children are receiving guidance and support to be more physically active. This has a positive impact on children's learning.

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

- The manager and some staff recognise how to skilfully extend children's learning. For example, during a rhyme-time session with the toddler age group, staff encourage children to join in with some actions and sing nursery rhymes. They use gentle reassurance to encourage the most reluctant children to participate and choose rhymes. In contrast, staff supporting pre-school children miss opportunities to adapt activities to support the individual learning needs of children. For example, there is limited support as children learn to count. Some staff do not give children challenging next steps that build on what children already know. For example, children easily name shapes from a worksheet, with few opportunities to extend their learning even further.
- Staff gather information about the children when they start at the nursery. For children whose home language is not English, staff find out basic words in their home language and use them when children start. However, as children's communication skills develop, staff do not provide regular opportunities for them to use their home language in play and learning, to support their learning even further.
- Children's experiences to develop independence skills are variable. At snack time, the youngest children make good attempts to peel their fruit. There is a lot of encouragement and praise from staff to help children to continue to achieve. In addition, the youngest children show perseverance in trying to climb outdoor

apparatus in the outdoor area. However, when the oldest children collect aprons, they immediately hand them to staff who put aprons on them. This demonstrates staff do not always enhance children's independence and ability to do things for themselves.

- Children's lunch is cooked on site. The food preparation area is clean, as are the nappy changing units. However, children have access to a toilet cubicle, which stores a dirty broom and dustpan. This oversight in the nursery environment demonstrates that risk assessments are not always effective. Although children do not touch these resources, this compromises their health and safety.
- Parents speak well of the setting. They regularly meet staff in the nursery garden to discuss their children's learning and next steps in learning. These regular communications between staff and families support children's well-being.
- The manager completes a range of training to support children to learn. For example, she recently had training to support interaction with babies. However, she is not yet identifying further training for staff, to further raise the quality of education for all children in the nursery. For example, some key people supporting children with SEND are not receiving enough training. This does not have a good impact on children's learning outcomes.

Safeguarding

The arrangements for safeguarding are effective.

Staff and managers demonstrate a good awareness of safeguarding practices. They understand the importance of recognising any cause for concern about a child. They know how to report any concerns, including allegations against those working with children. Staff are trained to understand the provider's safeguarding policies and procedures. The recruitment and induction of staff is thorough, and individual suitability assessments are completed.

What does the setting need to do to improve?

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

	Due date
identify further training and coaching for staff, to further raise the quality of education for all children in the nursery	26/07/2022
ensure the curriculum is developed and embedded consistently, so staff plan activities and experiences for children to build on their existing knowledge	26/07/2022

improve support for children who speak English as an additional language, to raise their achievements to a higher level	26/07/2022
implement effective risk assessments to ensure that any possible hazards are identified and removed to continuously maintain children's health and safety.	26/07/2022

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

- build on existing opportunities for children to be independent when they are playing and learning.

Setting details

Unique reference number	EY560287
Local authority	Havering
Inspection number	10204193
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	20
Number of children on roll	15
Name of registered person	Akubueze, Muyibat Abeje
Registered person unique reference number	RP514333
Telephone number	07950532499
Date of previous inspection	12 July 2021

Information about this early years setting

Heritage Day Nursery registered in 2018 and is located in Hornchurch, Essex. The nursery opens each weekday, from 8am to 6pm, all year round. It currently employs five members of staff. Of these, two hold relevant childcare qualifications at level 6, one holds a level 3 qualification and two apprentices are working towards childcare qualifications at level 3; one of these apprentices is already qualified at level 2. The nursery offers early funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector completed a learning walk with the manager.
- The inspector spoke with the members of staff at convenient times during the inspection.
- The manager and the inspector carried out joint observations to assess the quality of education provided.
- Parents spoke to the inspector about their children's experiences at the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022