

# Inspection of Salcott Crescent Day Nursery School

Silva Island Way, Salcott Crescent, Wickford, Essex SS12 9NR

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Inspection date: 2 August 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 adore attending this all-inclusive nurturing nursery. They come in happily and settle quickly to play. Children create close bonds with staff, who offer excellent support and warmth. They are encouraged from a young age to develop independence. Children as young as one year help themselves to bowls and cutlery and feed themselves at mealtimes. Older children confidently self-serve food, wash their hands and self-register in rooms.

The nursery provides an ambitious and extensive curriculum to take children's learning to deeper levels. Children take books home to enhance a love of literature. 'Stella the sloth' goes on exciting adventures with families to encourage children to share experiences with others. Staff use learning programmes to provide children with very high levels of early reading, writing and mathematical skills as well as preparation for school. Outdoor learning extends children's understanding, as they plant and grow celery, carrots and beetroot, and then make them into soup. Staff celebrate children's achievements in many ways. Children's accomplishments are displayed on the 'learning tree' alongside the nursery characters 'Thinkasaurus', 'Tryasaurus' and 'Explorasaurus' to celebrate children's new skills. Children can become 'artist of the week', and have their artwork displayed. Pre-school children celebrate excellent behaviour and learning during 'teatime reflections'. As a result, children become proud of their amazing achievements and feel wholly valued.

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

- Teaching standards are excellent. Children access exciting activities and staff have clear learning intentions. Staff take learning deeper by challenging children to think, with questions, such as 'how can we make it heavier' to develop their ability to problem-solve. As a result, children become exceptional learners by the time they leave for school.
- Observation and planning processes are excellent. Staff track children individually and in groups. Planning is based around children's interests and developmental needs. Older children choose challenges, and staff plan exciting activities around these. This results in children gaining maximum learning opportunities.
- Communication and language development has a strong focus across the nursery, with language-rich environments. The company have a 'champion' for training staff on sign language. Staff use simple signs alongside speech to support understanding. Children copy signs and some use their own to communicate, expressing their wants and needs more effectively.
- Children's behaviour is exceptional. Staff act as incredible role models for sharing, turn-taking and respecting others. As a result, children become inclusive and form strong friendships. Rooms have calming areas with guidance on

emotions, as well as stories and puppets. These are highly effective, and children learn to self-regulate their behaviour from a very young age.

- Children with special educational needs and/or disabilities and those who speak English as an additional or dual language are incredibly well supported. The special educational needs co-ordinator is highly proactive in recognising concerns and putting swift support into place with written plans. As a result, children make extremely good progress in their learning and development.
- Transitions are very well supported. Families can take home 'borrow bags' specific to transitions, such as having a new sibling, or aspects of healthy living. Packs contain stories, activities and information to support changes in children's lives. Pre-school children have physical education lessons, changing into their kits, in preparation for when they need to do this at school. Staff celebrate transition to school with a special 'leavers party'. As a result, children become excited for the new chapter ahead.
- Parent partnerships are superb. Parents report that children love attending the nursery. They appreciate the effective communication and regular information, especially over lockdown periods, whereby staff created videos to support home learning. Parents feel listened to and valued, as they are given frequent opportunities to give feedback via surveys and discussions.
- Community outreach is commendable. Leaders invite professionals in and create programmes to teach children. A school leaver came back to share experiences of school. This was hugely beneficial preparation for children going to school. Local musicians visit to support children's artistic flair. Older children learn about recycling and looking after the planet by removing waste from oceans to support the community and wider world.
- Staff welfare is a priority and staff are supported extremely well. They have access to reading materials, training opportunities and online platforms for activity ideas. As a result, staff feel knowledgeable and confident. They can put themselves forward as 'champions' for aspects of practice, such as 'health and safety' or 'mathematics'. Staff take pride in the responsibility and opportunities these roles offer them.

## Safeguarding

The arrangements for safeguarding are effective.

Staff are highly knowledgeable of safeguarding principles and understand their responsibility to keep children safe. They know signs to look out for wider safeguarding issues, such as being drawn into the transportation of drugs, or radicalisation. Management have created effective methods for reporting concerns. Staff feel confident in making independent referrals about their concerns if necessary. Management have stringent risk assessments in place to keep areas safe. There are robust fire evacuation and security measures in place for emergency situations. Older children can become 'safety officers' for the day and take responsibility in risk assessing areas. The nursery also has a designated 'health and safety champion' in place.

## Setting details

<b>Unique reference number</b>	EY472655
<b>Local authority</b>	Essex
<b>Inspection number</b>	10127294
<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>	71
<b>Number of children on roll</b>	135
<b>Name of registered person</b>	Seymour House Limited
<b>Registered person unique reference number</b>	RP533301
<b>Telephone number</b>	01268766126
<b>Date of previous inspection</b>	18 June 2014

## Information about this early years setting

Salcott Crescent Day Nursery School was established in 2006 and re-registered in 2013 under a limited company. The nursery opens, Monday to Friday, all year round. Opening times are from 7am until 6pm. There are currently 26 staff, 16 of whom have an appropriate early years qualification at level 3 or above. The nursery provides funded early education for 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 setting and has taken that into account in their evaluation of the setting.
- The head of early years practice 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 head of early years practice 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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