

Inspection of St John's Childcare Forest Glade

Church of St. John the Evangelist, Forest Glade, Langdon Hills, BASILDON, Essex
SS16 6RX

Inspection date: 26 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children feel happy, safe and have fun at nursery. Their individual care needs are met by practitioners who provide a nurturing environment. Children are keen to explore the range of activities on offer. They develop positive self-esteem and self-confidence. Children are imaginative and curious. They play using shaving foam as cement to fix the bricks together. Children make drilling noises as they imitate fixing a gate with a pretend drill. They enjoy finding out how things work and are confident in having a go.

Children have their own voice and are able to share their feelings. They have good relationships with practitioners who listen and engage with them. Children make progress from their starting points. This helps prepare them for the next stage in their learning. Children are exposed to a range of books. They enjoy singing nursery rhymes and joining in with action songs. Children climb in the garden with confidence. They challenge themselves and practise their large-muscle skills on a range of equipment.

Children behave appropriately and practitioners support them to work things out. They have a good understanding of rules and how to apply them. Children socialise with their peers and are keen to engage with each other in play. They look at each other through magnifying binoculars and experiment by putting two together. Children count in their play as they step on each bar of the arch. They make marks with a range of tools, making swirls and patterns on the easel.

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

- Children are supported by practitioners who work well together as a team. Practitioners want them to be successful citizens. They plan a good curriculum that is focused on play, children's interests and needs. Practitioners plan effectively for children's next steps. The key-person system is embedded and practitioners know their children well. The nursery team are supported with their own well-being which has a positive impact on children's experiences. The management team have actively worked hard on supporting children, families and their team of practitioners returning after the pandemic.
- The activities on offer are interesting and creative. Children talk as they play and say, 'This is a bumpy fish', as they use rolling pins to make patterns in the play dough. They excitedly say, 'Hey look at my one. This one is amazing' and 'I've got pink play dough'. Children are focused on their self-chosen play and enjoy exploring together. Practitioners extend children's thinking by asking questions. However, they overlook some opportunities to introduce further vocabulary to build on children's language skills.
- Children have some opportunities to be independent and these are evident in

the older children's classes. However, some practitioners do not do enough to encourage independent learning for children who are capable of more challenge. Children choose healthy snacks to enjoy with their friends and have some opportunities at mealtimes to pour their own drinks. Practitioners engage children in conversations effectively, talking about strawberry picking and the time of year. Children share their own experiences of picking and tasting the 'yummy' fruit.

- Children play with water in a tray on the floor. The practitioner introduces ice in cups with animals and children say, 'He's stuck'. The children start to bang the cups on the side to try to crack the ice. The practitioner introduces a small wooden hammer to the play. Children squeal with delight as they bang the ice repeatedly and notice it start to crack. They take turns to use the hammer and bang the ice to 'let the animals free'. Children say, 'They eat the food' as they pretend to feed the animals some ice chips. These play opportunities support children's critical thinking skills.
- The management team, including the deputy, is passionate and forward thinking. They reflect on their own practice and the setting effectively. They have worked hard to embed new ways of working which benefit the running of a successful setting. The management team are motivated and strongly support their large team.
- Parent partnerships are good. Parents talk positively about the setting and the practitioners. They feel reassured children are safe and happy. Parents receive information about their children's progress. Parents feel the nursery is excellent and communication is effective.

Safeguarding

The arrangements for safeguarding are effective.

Practitioners are knowledgeable about keeping children safe from harm. They attend regular safeguarding training and consistent updates are shared by the management. Practitioners clearly know who to report their concerns to and beyond the setting if required. They can recognise signs of possible abuse and can talk confidently about what this can look like. The designated safeguarding lead ensures the senior staff are all trained at a high level and all staff have training to support them in their individual roles. Children are supervised appropriately. The setting has robust security procedures in place ensuring children are kept safe while at the setting.

What does the setting need to do to improve?

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

- help practitioners to consistently encourage children to be highly independent in everyday routines

- strengthen practitioner's knowledge of how to extend children's vocabulary further.

Setting details

Unique reference number	2542045
Local authority	Essex
Inspection number	10233427
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 11
Total number of places	110
Number of children on roll	260
Name of registered person	The Parochial Church Council Of The Ecclesiastical Parish Of Langdon Hills
Registered person unique reference number	2542044
Telephone number	01268 490400
Date of previous inspection	Not applicable

Information about this early years setting

St John's Childcare Forest Glade registered in 2019. The setting employs 41 members of childcare staff. Of these, 29 hold appropriate early years qualifications at level 3 and three hold qualifications at level 2. The setting opens from Monday to Friday, from 7.30am to 6pm, 47 weeks of the year. The setting offers early years funded education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Clutterham

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 managers and the inspector completed a learning walk together and discussed their curriculum and what it is that they want their 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 observed the interactions between staff and children.
- The deputy manager and the inspector carried out a joint observation.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- Parents spoke to the inspector during the inspection and she took account of their views.

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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