

Inspection of A.G.N.E.S Day Nursery

Church Hall, United Reformed Church, Church Street, Bocking, BRAINTREE, Essex
CM7 5LH

Inspection date: 19 October 2022

Overall effectiveness

Requires improvement

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children excitedly arrive at nursery and leave their parents with ease. They are warmly welcomed by happy, attentive and nurturing staff. They have established close bonds with their key person and are comfortable in their environment. They show curiosity as they settle quickly to well-presented activities. They make decisions for themselves and choose where they want to play. For example, many children choose to play outdoors. All areas of learning are fully supported in the outside space, and children relish their time in the garden. Children can play uninterrupted. For example, they are gently reminded when it is time for snack or story but are fully supported to continue with their work until they are ready.

Children show great enthusiasm in the construction area. They work well together in groups, making models. They learn simple mathematics as they use tape measures to compare size. Staff support children's creativity and imagination. Children proudly wear high-visibility jackets and protective goggles as they make their creations. Children develop a sense of belonging as they self-register on arrival. They are learning that text has meaning as they recognise their names. Children listen with intent during group story time. They show sustained concentration and thoroughly enjoy the interactive stories.

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

- The provider has not given Ofsted the required information for new trustees to enable checks of their suitability. However, they do not have unsupervised access to children, which limits the risk to children.
- Parents speak extremely positively of the care and education their children receive. They comment that the staff are 'incredible'. They feel assured their children are well cared for, make good progress and have fun. Parents comment that the manager and her team are supportive of the whole family and take time to get to know the children well. Parents discuss how easily their children settle. They comment that communication is excellent and fully appreciate the support and reassurance they receive.
- Children benefit from a broad curriculum. The staff effectively follow the children's interests when planning activities. They use initial assessments well to ensure they know what the children need to learn next. Children can initiate their own learning. Interesting resources are easily accessible to enable children to make choices and select what they need.
- Children's communication skills are progressing well. Children are confident speakers and ask lots of questions. They learn British sign language and use signing confidently throughout the day. The environment is rich in text, and staff engage children in meaningful conversations. However, on occasion, staff do not allow children sufficient time to think and process information to respond before

asking further questions.

- The manager and her senior deputy are very ambitious. They have high expectations for the staff and the children. They recognise the importance of ongoing training and the impact this has to promote positive outcomes for children. They fully support and motivate staff in their own professional development. Staff are also supported through supervision, appraisals and the manager's positive engagement with her team. Their well-being is considered, and they feel valued.
- The quality of education is good, and all children make good progress, including children who require additional support. The nursery is fully inclusive, and activities are planned to ensure all children can participate. Staff have positive interactions with children and speak to them with respect. Children understand the expectations, and their behaviour is good. They tell visitors to the setting that they 'have so much fun at nursery'.
- Children enjoy painting at the easel. They paint their hands to make marks on the paper. They have fun modelling and rolling the dough as they develop use of their hand muscles. While children can access some writing materials, staff do not fully promote opportunities that support children in practising their writing skills throughout their play.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team have a secure understanding of how to protect children's welfare. Through regular, ongoing training all staff have a sound knowledge of possible signs and behaviours that may cause concern. They confidently demonstrate their understanding of how to report any concerns and the procedure to follow. Staff also have a broad knowledge of the wider aspects of child protection. A thorough recruitment process ensures that staff looking after the children are suitable to do so. Children learn how to keep safe and healthy. They can take risks safely, supported by staff, through well-planned activities.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
provide Ofsted with the required information, in a timely manner, so that suitability checks can be completed on all trustees.	31/10/2022

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

- promote further opportunities for mark making, and help children to build their knowledge needed for early literacy
- help staff to develop their questioning skills to support children to think for themselves and have time to respond.

Setting details

Unique reference number	EY339356
Local authority	Essex
Inspection number	10235037
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	2 to 4
Total number of places	26
Number of children on roll	33
Name of registered person	A.G.N.E.S. Day Nursery
Registered person unique reference number	RP904547
Telephone number	07804 700 557
Date of previous inspection	14 December 2016

Information about this early years setting

A.G.N.E.S Day Nursery registered in 2006 and is run by a group of trustees. The nursery employs eight members of childcare staff. Of these, seven staff hold an appropriate early years qualification at level 2 or above. The nursery opens from Monday to Friday, for 46 weeks of the year. Sessions are between 8.30am and 5pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The inspector observed activities, indoors and outdoors, and assessed the impact these have on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector had discussions with staff members at appropriate times during the inspection.
- Parents spoke to the inspector about their views of the nursery.
- A meeting was held between the inspector and the manager.
- The inspector looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff members.

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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