

Inspection of Just Imagine Day Nursery - Wickford Ltd

72-74 London Road, Wickford, Essex SS12 0AN

Inspection date: 25 October 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 are excited to play with their friends in this stimulating setting. They are busy exploring a range of exciting activities. For example, children enjoy carving pumpkins in the pre-school room. In the baby room, children sing nursery rhymes and listen to stories with staff as they clap their hands excitedly.

Children's emotional development is supported particularly well. They are learning to understand their feelings and manage their emotions. Staff help children to play with others. When children struggle to share and take turns, staff give them the time and space they need to think. Consequently, children are happy. Staff smile at babies and interact with them in a gentle and nurturing way. They help children to build friendships in small-group activities. As a result, children behave well.

Children explore numbers. For example, they count their steps as they play 'What's the time, Mr. Wolf?' in the garden. Staff support children to measure pumpkins and recognise and write numbers. Staff and managers have high expectations of all children. As a result, children are rapidly learning new mathematical skills and gaining confidence.

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

- The manager and staff plan a curriculum that supports children's well-being. Staff know what the children like and are interested in. They use this knowledge to create activities that the children enjoy. As a result, children are engaged and concentrate for extended periods.
- The manager and staff understand that the COVID-19 pandemic has limited some children's social development. They have made changes to the learning environment to support children's social and emotional development. They plan a range of activities to help children to understand their feelings and have good self-esteem.
- Staff support children's speech and language particularly well. They regularly assess children's language and identify any gaps in their milestones. Consequently, children with special educational needs and/or disabilities (SEND) receive the support they need in a timely manner.
- The manager and staff work effectively in partnership with parents to support children with SEND. They seek help where appropriate from external agencies and share this information with parents. Consequently, children receive targeted support for their learning, both at home and in the nursery.
- The manager and staff understand how to help children to regulate their emotions. They use a range of strategies to support children who struggle with their behaviour. The manager recognises that parents need to receive clear information about behaviour management policies and procedures. The manager

has reflected on this and is working to improve how this information is shared with parents.

- Parents are positive about the care the children receive at nursery. They report that their children make good progress, particularly in learning new vocabulary. Staff regularly provide parents with information about children's progress. This helps parents to feel confident that they can support their children at home.
- The manager is responsive and listens to staff. For example, staff have recently asked the manager if they could attend training to improve their teaching of children with SEND. In response, the manager has arranged the training. The manager is also reflective of staff's practice and strives to continuously improve their knowledge and skills by encouraging them to attend courses.
- The manager and staff support children to learn about other cultures and family dynamics. This helps children to feel valued as they share their experiences.
- The manager supports new staff through a thorough induction process. As a result, all staff, including new staff, are very knowledgeable about the policies and procedures of the nursery. They have the knowledge and understanding to keep children safe and support their learning.
- The manager and staff understand that children need to spend time outside in order to live a healthy lifestyle. However, access to outside space is sometimes limited. Consequently, some children miss out on opportunities to spend extended periods of time outside.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff understand their responsibilities to keep children safe. They can recognise the signs of neglect and harm that children may suffer. The manager and staff know how to report their concerns. Staff attend regular training to keep their knowledge current. The manager and staff have a clear understanding of wider safeguarding issues, including the 'Prevent' duty. Staff regularly carry out risk assessments to ensure the premises remain suitable and keep children safe.

What does the setting need to do to improve?

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

- enhance opportunities for children to spend extended periods of time outside.

Setting details

Unique reference number	2605434
Local authority	Essex
Inspection number	10251676
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	0 to 5
Total number of places	86
Number of children on roll	86
Name of registered person	Just Imagine Nurseries - Wickford Ltd
Registered person unique reference number	2605433
Telephone number	01268 763966
Date of previous inspection	Not applicable

Information about this early years setting

Just Imagine Day Nursery - Wickford Ltd registered in 2020. It operates in Wickford, Essex. The nursery opens each weekday, from 7am until 7pm, all year round, except for public holidays. It employs 13 staff to work with the children. Of these, nine hold appropriate early years qualifications at level 2 and above. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Kate Daurge

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- 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.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 manager and the inspector carried out a joint observation outside.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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.

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