

Inspection of Pier Lodge Day Nursery

Thames Road, Grays, Essex RM17 6JP

Inspection date:

31 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

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children are welcomed into a warm, nurturing environment. They demonstrate that they are happy and enjoy their time at the nursery, which shows that they feel safe and secure in their surroundings. They explore and make independent choices from a variety of activities that interest them. Children form positive relationships with their key person and regularly seek them out to engage them in their play. Children demonstrate a keen sense of belonging and become confident, independent learners.

Children enjoy collecting leaves from the garden and bringing them back into the classroom. Once inside, children paint and print their leaves on paper. They proudly show visitors their pictures and explain how they created them. Children receive plenty of praise and encouragement to complete tasks. Staff reward them with a 'high five', celebrating their achievements. This helps to raise children's self-esteem.

Children enjoy using their imagination as they pretend to be superheroes. They include staff in their play as they pretend to freeze them with their 'superpowers'. Staff play along and only move when they are unfrozen, much to the children's delight. Other children enjoy making meals for visitors in the role play kitchen, explaining that they need to be careful, as the food is hot.

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

- The provider has not supplied all the necessary information about new company directors to Ofsted in a timely manner. This is a breach of requirements of the 'Statutory framework for the early years foundation stage'. However, the directors do not have unsupervised contact with children or have sole responsibility in making decisions that affect children's well-being.
- Since the last inspection, the nursery has undergone significant changes. The new management team has a clear vision for the future. It has made many changes following the new ownership, which are still in their infancy.
- Partnerships with parents are a high priority for leaders and staff. Parents report feeling supported well by the staff team. They are pleased with the progress that their children make. Staff work closely with parents to identify children's interests and forthcoming family events. They use this information, alongside their own assessment, to plan activities that build on children's experiences and learning. As a result, children begin to understand what makes them unique and develop positive attitudes towards different cultures and beliefs.
- Older children enjoy time outside in the garden. They develop their physical skills as they run and play with their friends. However, some staff do not fully support children's play and learning when they are outside. For example, some

staff stand back and supervise children rather than interacting and engaging with them. As a result, children's learning is not enriched.

- Staff speak a variety of different languages that reflect the culturally diverse area. They use these skills to support families and children who speak English as an additional language. Children benefit from opportunities to see or hear their home languages during their play and learning.
- Children enjoy mark making in a variety of ways. In the garden, children use chalk to create shapes and patterns on the rubber floor. Inside, children learn to write the letters of their names on their pictures. As a result, children demonstrate good hand-eye coordination and pencil control.
- Occasionally, some activities lack opportunities for children to share their ideas. For example, staff plan to support children's early recognition of letters and their sounds. They ask the children to identify objects beginning with a sound. Staff then provide children with the answers before they have had the time to think and express their own responses.
- Children behave well. Staff have a consistent approach to supporting children's positive behaviour. When children need reminders, staff are on hand to help them understand what is expected of their behaviour. Children are given time to prepare for changes during the day, as staff provide timely reminders. This means that children can bring their play to a satisfactory end and are prepared for what comes next.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know their responsibilities to safeguard the children in their care. Effective deployment means that children are well supervised and cared for. Staff demonstrate a good knowledge of the signs and indicators that could mean a child is at risk of harm or abuse. They know how to report concerns to the relevant agencies about a child's welfare. Staff understand the procedure to follow should they have concerns about a member of staff.

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
ensure that new directors provide the relevant information to Ofsted so that suitability checks can be completed in a timely way.	28/11/2022

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

- develop staff interactions with children further, to support and extend children's learning and development, particularly outdoors
- help staff develop their questioning skills so that children think for themselves and have time to respond.

Setting details

Unique reference number	EY490819
Local authority	Thurrock
Inspection number	10259225
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	120
Number of children on roll	202
Name of registered person	Pier Lodge Day Nursery Ltd
Registered person unique reference number	RP905328
Telephone number	01375 393055
Date of previous inspection	20 February 2018

Information about this early years setting

Pier Lodge Day Nursery registered in 2015. The nursery employs 39 members of childcare staff. Of these, 36 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Shelly McDougall
Lynn Hughes

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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspectors during the inspection.
- The inspectors spoke with the nominated individual/registered individual about the leadership and management of 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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