

Inspection of Headstart Nursery

Darenth Lane, SOUTH OCKENDON, Essex RM15 5LY

Inspection date:

9 November 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children thrive in this nurturing and caring nursery. Staff welcome children with enthusiasm and affection and children happily go off to explore. There is a sense of purpose and focus all around the nursery. Babies investigate outside, climbing on the soft-play equipment and rocking on the see-saw. Older children paint, concentrating as they copy the petals and stems in the vase of flowers.

Children have a true sense of belonging; they have their own pegs with their photograph and name. They have individual family books that are all about them and the familiar people in their lives. They discuss these people with their friends, teachers and visitors. Children demonstrate good behaviour. They show kindness and consideration for each other, and this results in high levels of well-being. Children show concern for each other, are respectful and know how to share and take turns. For example, children show empathy and consideration to their friends when they are struggling to complete an activity, offering support and praise.

Children follow good hygiene procedures. They know to wash their hands after they have played in the garden and before lunch. Children get their own tissues, blow their noses and put the tissues in the bin. They are learning how to keep themselves safe and minimise the spread of infections.

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

- Staff are nurturing and caring. They sensitively carry out care duties and provide cuddles and reassurance to children when visitors arrive. Staff stay close to less confident children, helping them feel safe and secure. This further supports their well-being.
- Children enjoy spending time in the garden, where they have the opportunity to play on the bicycles and learn to balance on the tyres and other obstacles. They go on trips into the wider community, visiting the local European supermarket to buy exotic fruits and vegetables. Children are developing their understanding of the wider world.
- Staff plan their curriculum around the children's interests and learning needs. They know the children well and what they need to learn next. Leaders reflect on the effectiveness of the teaching and learning, and support staff to develop their practice. However, this support is not focused enough on ensuring all staff understand the delivery of the curriculum for younger children.
- There are strong relationships between staff and children. All children are treated with care and respect. Staff model good behaviour and are gentle and kind. They respect the children's individuality and provide activities to meet their needs. However, on occasion, some staff can be loud which can be overwhelming for children. This has an impact on the children's ability to hear

and communicate effectively.

- Staff use every opportunity to support children's communication and emotional development. For example, staff sing spontaneously throughout the day. Children sing along while they are playing with other activities. This gives children the freedom to play independently but still join in.
- Staff introduce mathematical concepts into most activities. For example, children are developing their cutting skills. They carefully chop up potatoes and other vegetables as they make a vegetable salad. Staff encourage the children to discuss whether the pieces are big or small, and heavy or light. The youngest children sort their play food by saying 'one for you and one for me'.
- Leaders and staff develop excellent partnerships with parents. Parents say they would highly recommend the nursery and say their child is 'thriving' and has made 'amazing' progress. Parents are kept fully informed of their child's progress. Leaders make considerable effort to settle in new children and act on transition information they receive from parents.
- Staff work very hard to ensure the nursery is fully inclusive. Children with special educational needs and/or disabilities (SEND) receive good care and education. Leaders and staff are knowledgeable and skilled in the identification of SEND and promptly implement strategies to support children, resulting in the most vulnerable children making good progress.
- Leaders promote healthy eating. Children are learning which foods are good for them, and those which are not. Staff have a good understanding of children's allergies and preferences, and this helps to promote their health and well-being.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of safeguarding and how to keep children safe. They are aware of the signs and symptoms of abuse and the local risks in their community. The manager has a good recruitment procedure and ensures all new staff have an induction. Staff are aware of how to report a concern about a colleague's behaviour. Staff attend regular meetings, which help to support their safeguarding knowledge and ensure it is up to date. The manager carries out regular risk assessments of the environment to minimise risks and maintain the children's safety.

What does the setting need to do to improve?

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

- improve staff's awareness of how unnecessary noise and distractions can have an impact on children's language development
- develop the staff's understanding of how the youngest children learn.

Setting details

Unique reference number	EY494201
Local authority	Thurrock
Inspection number	10236744
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 4
Total number of places	55
Number of children on roll	45
Name of registered person	Headstart Partnership
Registered person unique reference number	RP534943
Telephone number	01708 856916
Date of previous inspection	20 January 2017

Information about this early years setting

Headstart Nursery registered in 2015 and is one of three settings operated by Headstart Partnership. The nursery employs 19 members of childcare staff. Of these, two staff hold appropriate early years qualifications at level 6 and 13 at level 2 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Hilda Miller

Inspection activities

- This was the first routine inspection the nursery has received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the nursery.
- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the 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.
- Staff and children spoke to the inspector during the inspection.
- Parents shared their views of the nursery with the inspector.

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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