

# Inspection of The Tadpoles Nursery

The Old Chapel Stores, Woodham Walter, Maldon, Essex CM9 6RF

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Inspection date: 14 November 2022

| <b>Overall effectiveness</b>                 | <b>Outstanding</b> |
|--|--------------------|
| The quality of education                     | <b>Outstanding</b> |
| Behaviour and attitudes                      | <b>Outstanding</b> |
| Personal development                         | <b>Outstanding</b> |
| Leadership and management                    | <b>Outstanding</b> |
| Overall effectiveness at previous inspection | Good               |

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children thrive in this exceptional setting. They thoroughly enjoy exploring and investigating the wonderful awe-inspiring activities and resources. Children are deeply engaged in what is on offer. They concentrate for some time creating an incredible 'sculpture' made of play dough and shells. Children independently select craft materials from a 'creation station' outdoors. Through their choices, children demonstrate what they have learned and remembered. For instance, they recall why they stood silently on Remembrance Day, and then choose to make poppy prints from corks and red paint.

Staff are extremely responsive to children's sparks of interest. They make sure that every child feels special and listened to. For example, when children want to use the real tools, staff find an appropriate place to sit with them. Children put on their goggles and expertly saw wood and hammer nails. They know how to use these carefully and safely. Staff provide interesting words, such as 'sawdust', to extend children's growing vocabulary. Children are excited to discover a bug in the garden and want to know what it is called. Staff skilfully ask them, 'How can we find out about things we don't know?'. Children keenly respond and suggest looking in a book or on the internet. This demonstrates their enthusiasm and motivation to learn and know more. Children try and do things for themselves, whenever possible. For example, they eagerly want to show the inspector how they can put on their own wetsuits. They beam with immense pride at their achievements.

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

- The inspirational manager is thoroughly committed to providing an environment where all children and staff are nurtured and appreciated. There is a highly effective programme of supervisions and team meetings. These are designed to ensure that practice is consistently excellent, and all staff have a shared vision to provide high-quality care and education for every child.
- The pre-school is at the heart of the community. Children become completely immersed in special events around the village. They attended a tree planting ceremony to celebrate The Queen's Platinum Jubilee and raised funds for a local playground. This helps foster a real sense of belonging and gives children first-hand experiences that help them learn and understand more about their world.
- The manager and her dedicated team successfully reflect and adapt the provision to meet children's ever-changing needs and interests. For example, they noted that children were developing a growing desire to explore water. Consequently, they fitted an accessible outdoor tap and constructed a water wall to build on this curiosity.
- Staff share high expectations for all children. They have a common understanding of what they want children to be able to do before they move on

to the next stage of their education. Staff precisely assess children's progress through their focused observations and superb knowledge of each child.

- Children enthusiastically embrace the pre-school's rules and routines. They pay close attention to a sand timer which helps them understand how long they must wait for their turn to take part in an activity. Staff give a five-minute warning until tidy-up time. This allows children to complete their task and contributes to making sure learning is undisturbed. Children work collaboratively to put toys and resources correctly back where they belong. They are fully involved in keeping their environment safe and tidy.
- Children feel immensely secure and settled. They show that they are comfortable from their very first day in the setting. Staff work hard to build trusting relationships with their key children. As a result, children seek their key person for support; for example, when they are upset or need help to get changed. This demonstrates their incredibly close bonds.
- The team works particularly closely with the local school and staff have forged an excellent partnership. Children take part in their forest school sessions and participate in a school readiness programme. This enables them to become exceptionally familiar with the school and helps overcome barriers to a smooth transition.
- Staff rapidly identify children who may need more focused support. They work extremely closely with parents and other professionals to meet each child's specific needs. Therefore, all children make excellent progress from their starting points.
- The manager recognises that some children need extra support following the COVID-19 pandemic. Staff place a high priority on supporting children's feelings and anxieties. They thoughtfully use additional funding to provide targeted support. For example, children express their emotions through weekly music and movement classes. Staff have devised a speech and language monitoring list. This is regularly reviewed to ensure that every child can flourish to become a confident communicator.
- Parents and grandparents talk fondly about the pre-school. They greatly appreciate their key persons' support and advice. Parents describe staff as 'intuitive'. They say their children are now far more interested in books and speak more fluently as a result of attending this inspiring pre-school.

## Safeguarding

The arrangements for safeguarding are effective.

The manager uses her vast experience as a safeguarding trainer to ensure that staff have in-depth knowledge of how to protect children. Safeguarding is at the top of the agenda at every supervision and team meeting. This keeps it at the forefront of staff practice. They confidently talk about the procedures they would follow in various scenarios where children may be at risk. This includes in the event of an allegation against themselves or a colleague. Robust recruitment processes and relevant checks contribute to ensuring that staff are suitable to work with children.



## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY481210  |
| <b>Local authority</b>                             | Essex   |
| <b>Inspection number</b>                           | 10236465  |
| <b>Type of provision</b>                           | Childcare on non-domestic premises  |
| <b>Registers</b>                                   | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| <b>Day care type</b>                               | Sessional day care  |
| <b>Age range of children at time of inspection</b> | 2 to 4  |
| <b>Total number of places</b>                      | 14  |
| <b>Number of children on roll</b>                  | 21  |
| <b>Name of registered person</b>                   | Seear, Pamela Jane  |
| <b>Registered person unique reference number</b>   | RP513457  |
| <b>Telephone number</b>                            | 01245 222711  |
| <b>Date of previous inspection</b>                 | 22 February 2017  |

## Information about this early years setting

The Tadpoles Nursery registered in 2014 and is situated in Maldon, Essex. The pre-school employs six members of childcare staff, including the owner/manager. Of these, four hold an appropriate early years qualification at level 3 and above. The nursery opens from Monday to Friday, term time only. Sessions are from 8.45am until 3pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Fiona Sapler

## 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 manager and inspector completed a learning walk together of all areas of the pre-school and discussed the early years curriculum.
- 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.
- Parents and grandparents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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