

Inspection of Chigwell Day Care And Preschool

Old Loughtonians Hockey Club, Roding Sports Centre, Luxborough Lane,
CHIGWELL, Essex IG7 5AB

Inspection date: 30 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	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children arrive happy and eager to start their day. They are welcomed by friendly, familiar staff who know them well. Key persons spend time talking to parents at the start of the session to ensure they have up to date and relevant information about each child. Children settle well and get involved in activities that reflect their current interests. When children are upset or tired, they find a familiar member of staff for a hug and reassurance. Children ask the staff for support and help when they need it. Children confidently approach new people, demonstrating that they feel safe and secure in the setting.

Staff consider the diverse needs of the children attending. They value children's differences and celebrate their unique qualities. Staff speak a variety of different languages that reflect the culturally diverse area. Children benefit from opportunities to hear and use their home languages during their play and learning.

Children behave well and display positive attitudes to their learning. Staff offer plenty of praise and encourage children to try their best. Children behave respectfully to each other and the staff who care for them. They learn to be polite and help when it is tidy-up time.

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

- Leaders and staff have worked hard since the last inspection to implement the required changes. They have engaged effectively with the local authority and have worked in partnership with them to develop the setting as a whole. Staff have been supported well to meet the actions raised at the last inspection. For example, they have attended safeguarding training and increased their knowledge of all aspects of safeguarding, to help keep children safe from harm.
- All children receive a good quality of education. Key persons know the children well and establish positive relationships with the whole family. Staff plan appropriate next steps that build on what children already know and can do and incorporate their interests. The provider is proactive in seeking early help for children when needed. This helps to ensure that children receive the support that they need so they can make the best possible progress in relation to their individual starting points.
- Overall, staff support children to develop their communication skills. Staff and children are often heard singing familiar rhymes and songs. Staff play alongside the youngest children, repeating keywords and naming actions and sounds, including 'rolling' and 'scratchy', that children try to copy. However, some staff who work with older children have not developed their interactions to such a high quality. At times, they use too many closed questions that do not enable children to think past simple, one-word answers.

- Children can move resources from one area of the room to another to enhance their play. For example, they move dried pasta from the sensory area to the role-play kitchen so they can pretend to cook it. Children can play together harmoniously, even when adults are not present. They can negotiate and decide on ideas for their play. They develop narratives using the animals and farm buildings and discuss what could happen next. However, at times, some staff take over and direct children's play. This reduces the opportunities the children have to explore, investigate and lead their own learning.
- The provider offers staff support and coaching to help them carry out their roles and responsibilities effectively. Staff are encouraged to complete regular training courses and attend development meetings to improve the quality of learning provided for the children. Staff report that they feel valued by the leadership team.
- Partnerships with parents are strong. Parents report that their children have made steady progress in their development since starting at the setting. Staff understand the importance of effective partnership with parents and the positive impact this has on children's well-being and learning. Parents are kept informed about their children's next steps and provided with ideas for activities that will help to support their children's learning at home. Parents are invited into the setting to take part in activities or share their own interests and professions with the children.

Safeguarding

The arrangements for safeguarding are effective.

All staff understand their roles and responsibilities to keep children safe. They know the procedures to follow if they have a concern regarding a child's well-being. The manager ensures all staff complete regular safeguarding training to keep their knowledge up to date. Staff are aware of wider safeguarding issues, such as female genital mutilation and county lines. Robust recruitment and induction procedures are in place to ensure staff are suitable to carry out their roles. Children are well supervised in both the indoor and outdoor environments to ensure they remain safe.

What does the setting need to do to improve?

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

- support the staff to make the most of their interactions with children, to progress their communication and language skills further
- increase opportunities for children's independent play to enable them to explore, investigate and lead their own learning.

Setting details

Unique reference number	2549308
Local authority	Essex
Inspection number	10246689
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	1 to 4
Total number of places	42
Number of children on roll	61
Name of registered person	Sims Childcare Ltd
Registered person unique reference number	2549307
Telephone number	07957676885
Date of previous inspection	13 June 2022

Information about this early years setting

Chigwell Day Care And Preschool registered in 2019. The pre-school employs 17 members of childcare staff, 16 of whom hold appropriate early years qualifications at level 2 or above. The pre-school opens from Monday to Friday, for 51 weeks of the year. Various sessions are available for children to attend, between the hours of 7.30am and 6.30pm. The pre-school provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lyndsey Barwick

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to 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 interactions between staff and children.
- The inspector carried out a joint observation of group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.

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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