

Inspection of Wishing Well Day Nursery

The Boulevard, Rochford, Essex SS4 1QF

Inspection date:

5 December 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

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

Due to the COVID-19 pandemic, parents now leave their children with a member of staff at the entrance of the nursery. This helps to reduce the risk of infection. Children have adapted well to this routine and enter happily. They demonstrate they feel safe and secure in the nursery. They have developed secure bonds with the staff, who they go to for cuddles and reassurance.

Overall, children engage in activities they enjoy. They can easily select resources. This supports them to make independent choices about what they want to do. Most children are starting to develop the skills they need to become confident learners. Babies are introduced to new language as they move objects 'up' and 'down' on the wooden activity box. However, staff in the baby room are not vigilant in ensuring that all babies are actively engaged and enjoying their play. Toddlers develop their small-muscle skills as they use knives to cut different types of vegetables. Older children explore colour mixing as they create 'magic potions'. Children behave well, sharing space and resources happily. They develop confidence in their own abilities and learn to be independent. Children proudly put on their coat and boots before playing outside.

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

- Not all younger children have a space where they can rest or sleep comfortably. Some younger children sleep in baby bouncers rather than being placed down to sleep safely on a flat, firm mattress, in accordance with the latest government safety guidance.
- The manager and staff have a generally good understanding of what children need to know at the different ages and stages of development. There are times when staff have thought carefully about how to deliver this programme of learning. For example, when making 'magic potions', staff encourage children to share equipment and take turns. They introduce new words, such as 'pipette', and check that children understand its name and use. However, staff in the baby room are distracted with routine activities, such as supervising handwashing and preparing snack. This means that children's play and learning is not always given priority.
- Some staff can explain what their key children know and can do and need to know next. They then support children to achieve these next steps as they play. However, not all staff know their key children well enough. This does not ensure that there is an identified person to coordinate their care and developmental needs. This means that the progress children make is variable.
- The manager and staff understand how to support children with special educational needs and/or disabilities. They work with parents and external professionals to put individual plans in place to promote children's progress.

- There is an appropriate emphasis on supporting children's speech and communication. Staff understand their role in helping children become confident communicators. They speak to children clearly and help them to pronounce words correctly.
- Children learn to listen and follow instructions that help them understand the daily routine. Staff model the use of good manners and remind children to say 'please' and 'thank you' at appropriate times. Children are polite and help to tidy up at staff's request.
- Children's health is well supported as they follow effective hygiene routines. They learn about making healthy choices as they enjoy the nutritious food and drinks provided. Children begin to understand about the importance of brushing their teeth regularly.
- Children have regular opportunities for outside play and fresh air. They enjoy climbing the slide, riding in toy cars and balancing on rubber tyres, which helps to promote their physical development.
- Partnerships with parents are successful. Parents are complimentary about the setting and feel that the staff are friendly and caring. They value feedback about their child's day and find the photographs and information on the nursery app very useful. Staff update this information regularly to help parents extend their children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff complete safeguarding training, which enables them to know how to identify any concerns about children's welfare. The manager ensures that staff are deployed effectively to meet the ratio requirements, which keeps children safe. Staff complete risk assessments to check that the areas of the nursery used by children remain safe. The manager and staff have a secure understanding of how to protect children. The provider follows robust recruitment procedures that help ensure staff's suitability. The manager and staff know what to do if they have concerns about the conduct of a colleague.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
revise the sleep/rest arrangements, in line with government safety guidance	05/01/2023

improve staff's knowledge and understanding of who their key children are, and their roles and responsibilities within it	05/01/2023
identify inconsistencies in the play and learning of children in the baby room, and provide targeted support to improve this.	05/01/2023

Setting details

Unique reference number	EY368042
Local authority	Essex
Inspection number	10266336
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	75
Number of children on roll	95
Name of registered person	Bradleys Childcare Ltd
Registered person unique reference number	RP527657
Telephone number	01702 546666
Date of previous inspection	10 December 2021

Information about this early years setting

Wishing Well Day Nursery registered in 2008. It is one of two nurseries run by the same owner. The nursery employs 16 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3, and two hold qualifications at level 6. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Tina Mason
Jacqui Mason

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 provider.
- The manager and the inspector completed a learning walk of the nursery, inside and outside.
- The inspector carried out a joint observation of an activity with the manager, and together they evaluated this.
- Children spoke to the inspectors about what they enjoy doing in the setting.
- The inspectors reviewed relevant documentation, including the suitability checks of all adults working in the setting.
- Parents and staff spoke with the inspectors at appropriate times during the inspection.

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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