

# Inspection of The Rochford Day Nursery

2-4 Ashingdon Road, Rochford, Essex SS4 1NJ

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Inspection date: 15 November 2022

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## **Overall effectiveness**

**Inadequate**

The quality of education

**Inadequate**

Behaviour and attitudes

**Inadequate**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

Good

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

### **The provision is inadequate**

Children's safety and well-being are not assured. The management team has not considered all the potential risks that children could be exposed to, particularly on nursery outings. For example, on the day of inspection, some babies were taken out for a walk in the rain. Staff said they were taking them to the duck pond. They spent most of the morning out of the setting. When staff returned, they explained that they had also been to the linked nursery with the babies. The management team were unable to demonstrate that these staff held current paediatric first-aid certificates. This does not help keep children safe in the event of an emergency.

Not all children have the same learning experiences as others. The deployment of staff is disorganised, and this fails to ensure that all children's needs are met. Some staff are unaware of the capabilities and stages of development of children because they work at the linked setting. They do not know who among the children receive additional funding, to enable them to provide suitable levels of support. Activities for younger children are mundane and lack appropriate levels of challenge. Children wander around unable to find something exciting to inspire their imaginative skills. Staff lead some activities so much it hinders children's learning. For example, they overlook the opportunity to allow children to practise using scissors to cut out pictures from a catalogue. This prevents children from developing their fine motor skills. Older children thoroughly enjoy playing in the outside area. Staff join them as they hold hands and sing action songs. Children twirl and dance to the movements of the songs.

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

- The key-person system is ineffective, and staff deployment is poor. Some staff do not know the children well enough to build a secure relationship with them. The management team does not ensure that all staff are able to meet every child's care and development needs, including those with special educational needs and/or disabilities (SEND). For example, a staff member was sent home earlier than expected even though they believed they were working until lunchtime. Furthermore, several staff arrived from a linked nursery to care for children, despite the manager confirming at the start of the inspection that no additional staff were due to arrive.
- Children are not always supervised consistently when eating. Staff fail to ensure that children do not wander around while eating their snacks. This poses a risk of choking. Babies sit on the floor to eat their snacks. Staff do not notice when babies drop their fruit on the floor and then pick it up and eat it. This does not protect children's physical health.
- The quality of teaching is poor. Children do not receive the level of good-quality education to which they are entitled. For example, staff working with the babies

share that the next steps are to help develop and strengthen their physical skills. However, there are very few resources to help babies to pull themselves up to standing. This does not help children to reach their full potential.

- Staff working with older children understand that they need to hear a wide range of vocabulary. During activities, they talk to children about what they are making and what food they like to eat. Staff support older children's understanding of new words, such as 'prediction', as they think about what items will sink or float in their science experiment.
- Children's imaginative skills are not sufficiently supported, as staff do not know their interests. Staff intervene when children are trying to move resources to support their play. For instance, children try to use their experiences from home in role play and want to sit at the wooden table. However, staff prevent them from taking a chair to the table, which immediately halts their play.
- Staff do not support or help children to learn and manage their behaviour. For example, some children have planned strategies, such as picture communication cards. These are in place to aid their understanding of routine. However, staff do not use these to help children to regulate their behaviour. Staff do not redirect children's play. For instance, when children draw on the floor with chalk, staff discourage this interest. They fail to offer an acceptable alternative place where they can practise their early mark-making skills.
- The management team fail to implement regular supervision meetings for all staff. This does not provide staff with opportunities to receive targeted training, support or coaching. Consequently, the management team do not have a clear oversight of each staff member's strengths and weaknesses.
- Parents are kept updated on their children's achievements and daily activities through an online platform. Staff set challenges for children's home learning where children can achieve 'learner of the month'. This helps parents to feel part of their children's learning journey and promotes continuity between home and the nursery.

## Safeguarding

The arrangements for safeguarding are not effective.

Children's welfare is compromised. The management team does not make sure that the key-person system and staff deployment keeps children safe and meets their individual needs. Staff on outings do not hold a relevant first-aid qualification to help protect children in the event of an emergency. The management team do not ensure that staff supervise children when they are eating to keep them safe. Staff recognise the signs of abuse, such as radicalisation, and the procedures to follow. They know the action they need to take to report any safeguarding concerns about children's welfare or a colleagues' practice. The nursery is secure, to prevent unauthorised individuals entering the building and children leaving.

## What does the setting need to do to improve?

**The provision is inadequate and Ofsted intends to take enforcement**

**action.**

**We will issue a Welfare Requirements Notice requiring the provider to:**

	<b>Due date</b>
provide effective supervision and support to raise the quality of teaching to help ensure children receive good-quality education and care	02/12/2022
make sure that at least one person holds a current paediatric first-aid certificate when accompanying children on trips and outings	02/12/2022
ensure the key-person system meets the needs of all children	02/12/2022
ensure staff deployment arrangements are effective, to keep children safe and meet their individual needs	02/12/2022
make sure that children's good health and hygiene are always promoted, particularly at snack and mealtimes	02/12/2022
ensure that staff implement procedures to help children manage their own behaviour	02/12/2022
take action to improve arrangements to consistently support children with SEND.	02/12/2022

## Setting details

<b>Unique reference number</b>	402557
<b>Local authority</b>	Essex
<b>Inspection number</b>	10261296
<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>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	85
<b>Number of children on roll</b>	97
<b>Name of registered person</b>	Bradley, Michael Peter
<b>Registered person unique reference number</b>	RP513603
<b>Telephone number</b>	01702549549
<b>Date of previous inspection</b>	23 August 2018

## Information about this early years setting

The Rochford Day Nursery registered in 2001. The nursery employs 25 members of childcare staff. Of these, 15 hold appropriate early years qualifications at level 3 or above. The nursery opens Monday to Friday, all year round. Opening times 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

Shelly McDougall  
Sue Buckingham

## 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 manager and inspector 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 registered individual about the leadership and management of the nursery.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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