

# Inspection of Meadow Island Day Nursery

49 William Harris Way, Colchester CO2 8WJ

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Inspection date: 5 January 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children show an eagerness to find out more about the world around them, which prepares them well for their future learning. Older children ask questions about new things and show good levels of confidence as they explore the equipment and toys. They develop their own ideas and think carefully about the steps they need to follow to complete a task. For example, they talk about the equipment they need to use when they plan to make some dice. Children explore numbers and simple addition as they decide how many dots to draw on the dice. All children, including children who speak English as an additional language, show a growing interest in sharing books. They listen well and join in confidently with the stories and rhymes they have heard before.

Children choose from a range of nutritious food and drinks. Their physical health is further promoted as staff model good personal hygiene routines. Children talk proudly about how often they brush their teeth at home and how this is a healthy thing to do. Toddlers feel at ease when they join the older children during mealtimes. They build strong and reassuring bonds with familiar staff. This helps them to feel safe and secure in new situations. Children are caring and considerate and their behaviour is good. For example, they kindly bring additional pens to the table for others to use.

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

- Staff show a good understanding of each child's individual learning needs. They use this information to plan a good range of activities across all areas of learning during indoor and outdoor play. As a result, children make good progress and engage purposefully in their play and learning.
- Staff recognise the important role they have in helping children to acquire and use language. They consistently introduce children to new words and help them to build on their developing vocabulary. For example, while children play with the sand, staff ask them questions to extend their conversations about going to the beach. Older children talk confidently and often repeat words they hear staff use.
- Children benefit from the strong bonds they build with their key person. Staff are enthusiastic and interact warmly with children. For example, staff listen to children's ideas about adding paint to the shaving foam. They put their hands in the foam to show children that it is safe and enjoyable to explore and experiment with making marks. This helps children to feel comfortable as they develop their physical skills.
- Communication with parents is good. Parents comment that the new management team has made positive changes, including an improvement in how information is shared and communicated. Staff share activity ideas with

parents to help them to extend their children's learning at home. For example, children are eager to choose a story from the lending library to enjoy with their family at home.

- Staff support children's awareness of similarities and differences between themselves and others, often using books as a talking point. However, they do not embrace more meaningful ways for children to share and celebrate aspects of their cultural heritage, such as the languages they speak at home.
- Children's independence skills are particularly well supported. Staff encourage children to help with everyday tasks, such as washing their plates after lunch. Younger children have plenty of time to put on their own clothing before going outside, including coats with more challenging zips and fastenings.
- Staff motivate children to think about taking turns and sharing during games. Their clear instructions and praise help the children to develop these social skills. Staff encourage children to take the lead when working through minor disagreements. Consequently, children learn to self-regulate and resolve conflicts for themselves.
- The new management team continues to evaluate the quality of the provision. It has an ambitious vision and strong commitment to continuous improvement. For example, plans are underway to help re-establish the links with schools and others in the local community.
- Staff work very well as a team. They feel well supported and enjoy their work with the children. Staff are keen to complete regular training, which helps to build on their existing good practice. This includes opportunities to observe each other's interactions with the children and to reflect on their strengths and areas for development.

## Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their responsibilities to keep children safe. They demonstrate a secure knowledge of a wide range of child protection issues, including those relating to online safety. Staff know how to respond promptly and appropriately if they are worried about the welfare of a child. Ongoing training and discussions at staff meetings help staff to refresh their knowledge of a wide range of safeguarding children matters. Robust vetting and recruitment systems are in place. Managers complete regular supervision meetings with staff to help monitor their ongoing suitability to work with children.

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

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

- build on staff practice to extend opportunities for children to share aspects of their cultural heritage and home languages in the nursery.

## Setting details

<b>Unique reference number</b>	2707684
<b>Local authority</b>	Essex
<b>Inspection number</b>	10265817
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	91
<b>Number of children on roll</b>	40
<b>Name of registered person</b>	Harp Group Ltd
<b>Registered person unique reference number</b>	2707687
<b>Telephone number</b>	01206 574402
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Meadow Island Day Nursery registered in 2022 and is part of a national chain. It is located in Colchester, Essex. The nursery employs eight members of staff. Of these, six hold appropriate early years qualifications at level 2 or above. The nursery opens Monday to Friday for 51 weeks of the year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Clements

## 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- Staff spoke to the inspector during the inspection.
- The inspector completed a joint observation of a group activity with the manager.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- Parents shared their views with the inspector, who took these into account.
- The inspector 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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