

Inspection of Camelot Day Nursery

Camelot Day Nursery, 79-81 Moulsham Street, CHELMSFORD CM2 0JD

Inspection date: 26 January 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy to attend this setting and display a positive attitude to learning. They form strong relationships with the staff, who support children's emotional well-being, self-esteem and resilience. Children have access to a wide array of inspirational books. Older children enjoy looking through a book about recycling and learning how they can make the world a better place. They listen intently to the story. This helps them develop a passion for reading and build on their language and literacy skills. Children move with ease and interest around the setting, choosing activities that spark their curiosity and excitement. For example, they enjoy exploring a tray with blue water, foam, sea animals and cups of varying sizes. Children talk with the staff about the sea animals and join in pretend play with their peers. This helps them to strengthen their social interactions and widen their understanding of the world.

Children have fun exploring the messy activities, which offer meaningful opportunities to investigate and mix different coloured paints. They learn that mixing red and yellow makes orange and mixing red and blue makes purple. As a result, children feel proud and accomplished. Staff support younger children's sense of discovery and sensory exploration. For example, while in the garden, the children enjoy exploring a sand activity. They concentrate well and manipulate the sand tools with good control. This helps to build on children's hand-to-eye coordination and fine motor skills.

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

- Staff offer a rich environment with plenty of meaningful learning opportunities. Children make their own choices about the activities they would like to explore next. They learn to take turns with ease and confidence. For example, in the garden, children play well together with a large parachute. They listen and follow instructions well, giggling and laughing with excitement.
- Staff model language well and engage in conversations with the children. They use open-ended questions and introduce new vocabulary, such as 'metal' and 'organic'. However, staff do not use all opportunities to encourage younger or less-confident children to repeat these words to embed their knowledge.
- Staff always demonstrate positive behaviour and support children in learning about this. They use a puppet to teach the children all about emotions and how to express these with ease and confidence. For example, children can say when they feel happy or excited. Children benefit from activities which help to build on their fine motor skills. Younger children use play dough to mould with their hands and break into smaller pieces. Older children use tweezers with good control to pick small resources from sand.
- Children have good opportunities to be active and engage in physical activities.

For example, younger children follow staff's instructions to jump like a frog and crawl like a bear. They also copy yoga poses to build on their balance, coordination and stamina. However, staff do not always encourage children to explore such opportunities further and challenge their learning.

- Children form strong relationship with the staff, who offer a calm, stable and nurturing environment. They feel secure in their care and readily ask for help when needed. This supports children's emotional well-being effectively. Staff have good knowledge of children's learning. They understand what children need to learn next and use information from their observations of children to guide their planning. However, occasionally, staff do not identify when children need more challenge to extend their learning further.
- Leaders' vision and ethos for the setting are ambitious. They strive to deliver a high quality of care and education. This includes working in close partnerships with parents and other professionals. Leaders value their team's well-being and professional growth. They organise regular meetings and training sessions to ensure they keep their knowledge up to date.
- Partnership with parents is effective. Parents praise the flexibility and inclusiveness of leaders and staff. For example, parents feel supported and involved in their children's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

Staff and leaders have a good knowledge and understanding of safeguarding, including wider aspects, such as female genital mutilation and county lines. They have effective and accurate policies and procedures in place to guide them, which they review regularly and share with parents. Staff and leaders understand the importance of following the correct procedures to report any concerns to relevant professionals to protect children from harm. They complete regular training to keep their safeguarding knowledge up to date. Staff take steps to help ensure that the setting and garden are safe. They carry out regular risk assessments. This helps to assure children's safety and welfare.

What does the setting need to do to improve?

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

- strengthen the quality of teaching and education to ensure that children benefit consistently from extensive and challenging learning opportunities
- find ways to engage children more effectively in challenging conversations and introduce new vocabulary, particularly to younger children, to develop communication and language to a high level.

Setting details

Unique reference number	EY427876
Local authority	Essex
Inspection number	10265269
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 11
Total number of places	156
Number of children on roll	202
Name of registered person	Camelot Day Nursery Limited
Registered person unique reference number	RP905546
Telephone number	01245349397
Date of previous inspection	31 May 2017

Information about this early years setting

Camelot Day Nursery registered in 2011. The nursery employs 38 members of childcare staff. Of these, 18 staff hold appropriate early years qualifications at level 2 and above. The nursery opens on Monday to Friday, all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Anca Sandu

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 provider and the inspector completed a learning walk together. They discussed how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching and education, outdoors and indoors, and assessed the impact this has on children's learning.
- The inspector spoke with the staff at appropriate times throughout the inspection.
- Children spoke with the inspector about the activities they were doing.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held a meeting with the manager. She looked at relevant documentation and reviewed evidence of the suitability of the staff working at the setting.

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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