

# Inspection of Chadwell St Mary Day Nursery Ltd

The Old School House, Chadwell St Mary Primary School, Riverview, Chadwell St Mary, Grays RM16 4DH

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Inspection date: 24 April 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 and confident in the nursery. They form strong attachments with staff, who know them well. Children are inquisitive and introduce themselves to visitors. They have good opportunities to use their imagination during play. Toddlers use ice-cream scoops to make pretend ice creams for staff and visitors. Other children relish playing in the role-play home corner. Outside in the garden, children play in the bark chippings with large dinosaurs, pretending to make them dinner out of the leaves they collect.

Children develop their fine motor and problem-solving skills as they successfully discover which key matches the correct padlock. Staff support young children to develop important skills, such as turn taking. For example, they involve them in activities that require children to take turns in rolling balls between their friends.

Children enjoy using the outside taps to fill containers and transport water to their activities. Staff set up a 'potion station' with a variety of items for children to explore. Children eagerly pour water into bowls and mix it with cornflour, using spoons. They cut and smell different herbs as they add them to their mixture. Staff introduce food colouring to the activity and talk to the children about the changes this makes when they add two colours together.

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

- Staff work closely with parents to make sure babies routines are mirrored from home to help them settle quickly. Staff use information gathered from parents when children start at the nursery to understand what children already know and can do. This helps staff plan appropriate targets to support them in the next stage of their development.
- Staff have a good understanding of how children learn. For example, staff know that they need to focus on children developing their big muscles before moving on to smaller movements. They provide opportunities for children to be physically active and develop their core strength, both inside the nursery and in the garden. Toddlers confidently climb up and down the indoor climbing apparatus. Older children push wheelbarrows around the outside area.
- Support for children with special educational needs and/or disabilities is a strength of the nursery. Children who need additional support receive this promptly. They have access to a sensory room where children benefit from a calm atmosphere. Leaders use additional funding well. They plan learning opportunities that build on gaps in children's experiences. For example, children benefit from weekly sports and cooking sessions. This helps to make sure that all children make good progress from their starting points.
- Children generally behave well. The manager plans for children to learn the rules

and expected behaviour in the rooms. However, occasionally staff do not explain their expectations clearly to children, so that they develop a deeper understanding of why the rules are in place. For example, they ask children not to climb on units or put toys in their mouths, but do not explain why this is important. Subsequently, children repeat the behaviour.

- Older children are confident communicators. Staff model new words to them during their play. As a result, children are learning new words rapidly. For example, staff ask children the names of the dinosaurs in their play and children pronounce complex words, such as 'spinosaurus'. Staff working with babies echo sounds back to them to encourage their early communication skills. However, staff do not consistently support children to only use their dummies for limited periods, for instance, when they are upset or sleeping. This reduces their opportunities for them to use their mouths to babble and make noises.
- Partnerships with parents are positive. They know what their children are learning and how to support them at home. Parents state that their children have made good progress in their development and have grown in confidence.
- The senior management team has reduced the burden of paperwork on the manager to enable her to provide more support and guidance to the staff team. As a result, staff feel that they are well supported in their roles. Staff can share their ideas and best practice with the linked setting. This helps to continually improve outcomes for children.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders place an importance on ensuring that staff have the knowledge that they need to identify children who may be at risk of harm or abuse. They provide regular training and visual reminders to support staff's knowledge and understanding. Staff are given quizzes to ensure the knowledge is retained. Staff confidently identify the signs and indicators that may mean a child is at risk. They know when and how to report concerns they have about a child in their care or about a colleague. Robust recruitment processes are in place to ensure that those working with children are suitable to do so.

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

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

- help staff to provide a consistent approach to behaviour management so that children learn why behaviour rules are in place
- support children to only use their dummies at appropriate times during the day.

## Setting details

<b>Unique reference number</b>	EY271369
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10286874
<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>	66
<b>Number of children on roll</b>	160
<b>Name of registered person</b>	Chadwell St Mary Day Nursery Limited
<b>Registered person unique reference number</b>	RP905568
<b>Telephone number</b>	01375843601
<b>Date of previous inspection</b>	12 June 2018

## Information about this early years setting

Chadwell St Mary Day Nursery Ltd registered in 2003. The nursery employs 14 members of staff. Of these, 13 hold appropriate early years qualifications at level 3 and above. The director holds a degree in childcare. The nursery opens from 7.30am to 6.30pm. It provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Shelly McDougall

## Inspection activities

- This was the first routine inspection the nursery has 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 setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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