

# Inspection of The Rochford Day Nursery

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

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Inspection date: 11 May 2023

<b>Overall effectiveness</b>	<b>Good</b>
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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	Inadequate

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

### The provision is good

Children benefit from the positive changes made by leaders and managers since the last inspection. The consistent staff team gets to know the children well. This helps children to form meaningful bonds with their key person and other staff members. As a result, children feel safe and secure in the welcoming nursery environment.

Babies enjoy moving around the indoor play equipment, and this helps to strengthen their muscles. The oldest children confidently demonstrate their physical skills as they play in the inviting garden area. They build obstacle courses using planks. Staff initially guide them, and children then go on to complete the task independently once they understand how to connect the pieces safely. Children demonstrate their enjoyment and pride at completing the course, jumping off at the end before starting the course again.

Children develop their patience and concentration at the nursery. Toddlers sit and follow staff instructions during focused activities. They demonstrate their emerging self-control as they wait with anticipation for a toy frog to jump, laughing with delight when it happens. They quickly settle down when staff remind them of their expectations, which helps children to refocus on the activity that is taking place.

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

- Leaders and managers have worked hard to make improvements since the last inspection. Staff feel valued and involved in the nursery. They have undertaken training, including paediatric first aid, and managers have completed supervision meetings with the staff team. Managers regularly observe staff interacting with children and provide them with feedback to help them improve their teaching.
- All staff know the children they care for. When the nursery requires agency staff, they work in familiar rooms where possible to help provide the children with consistency. Information is readily available in the rooms for all staff to access to support children who have specific needs. Parents are happy with the care on offer and speak positively about the staff. This supports a two-way flow of information between the nursery and home.
- Children develop a good understanding about the importance of being healthy. Pre-school children complete activities about dental hygiene. They follow instructions and learn how to keep their teeth clean. Staff plan these activities as they are relevant to children's own experiences. For instance, children go to visit the dentist for the first time. Staff recognise the importance of children becoming independent in personal care tasks. For example, they encourage children to get their own tissues when they need to blow their noses.
- Staff provide children with an inclusive environment. For instance, they

encourage children who are learning to interact with their peers to sit with others when eating their meals. Staff have appropriate strategies in place to support children's individual needs. They share these strategies with parents so that children can receive consistent messages. Staff work in partnership with other professionals to support children who have special educational needs and/or disabilities. This enables all children to make good progress in their learning and development.

- Overall, children behave well, and staff support children's behaviour effectively. For instance, they remind children of the rules throughout the day using visual cue cards for support. However, sometimes, some older children do not have the opportunity to share their ideas or thoughts successfully. For instance, occasionally, children continue to speak over one another, or staff do not allow them enough time to respond. This leads to children not being able to make the most of the learning opportunities on offer.
- Staff speak to children continuously throughout the nursery. Older children successfully use new vocabulary that is relevant to the topics they are learning about. Staff give the youngest children a commentary as they play. However, occasionally, staff do not provide appropriate support to develop the communication skills of babies and younger children. For instance, staff ask babies to repeat words back to them when the babies are still non-verbal or only just babbling.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of how to safeguard children. They are aware of the signs of abuse and neglect. Managers are confident in the process to follow should they need to raise concerns to external agencies. Staff are confident about what to do if they have concerns about a colleague. Managers complete relevant checks to ensure that staff are suitable for their roles. All staff have completed relevant safeguarding training, and managers regularly check their knowledge to ensure it is up to date.

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

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

- provide older children with consistent opportunities to share their own thoughts and ideas with others around them
- continue to build on younger children's language and communication development appropriately to help them become even more effective communicators.

## Setting details

<b>Unique reference number</b>	402557
<b>Local authority</b>	Essex
<b>Inspection number</b>	10266460
<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 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	96
<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>	15 November 2022

## Information about this early years setting

The Rochford Day Nursery registered in 2001. The nursery employs 21 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 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

Jenny Hardy  
Lyndsey Barwick

## Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- Parents and staff spoke to inspectors at appropriate times throughout the inspection. Their views were taken into consideration.
- Managers completed a learning walk with the inspectors and explained what they intend children to learn.
- Managers and inspectors jointly observed staff interacting with children. They discussed the impact of these interactions on children's learning and development.
- The inspectors met with leaders and managers and viewed relevant documentation, including staff suitability documents.

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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