

Inspection of Wright Start Day Nurseries

52 Fryerning Lane, INGATESTONE, Essex CM4 0DE

Inspection date: 2 June 2023

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children and young babies are warmly welcomed into this 'home-from-home' setting by the enthusiastic and friendly staff team. On arrival children feel safe and show a sense of belonging, as they confidently hang up their coats and belongings on their named peg. Children swiftly become engrossed in playing and exploring the stimulating and age-appropriate activities. Babies and young children develop strong and trusting attachments with the nurturing and attentive staff.

Children talk about how they look forward to weekly French lessons, sport and music sessions. Older children count to twenty in French and then English to visitors, in a proud and accomplished manner. They have plenty of opportunities to develop skills that support a seamless transition to school, such as mark making and building positive peer relationships. Staff continuously extend children's learning with real-life experiences. For example, when learning about oral health, the children enjoy a visit from the dentist. Children's physical and emotional well-being is prioritised. Children and babies benefit from separate garden areas. Older children relish the challenge of climbing a tall slide, and feeling the breeze on their face as they slide down. Children's behaviour and manners are consistently positive, and staff are excellent role models for promoting and praising this.

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

- Overall, teaching is of a high standard throughout the setting. Staff know individual children well. They use effective planning and consider children's unique interests to further support individual learning and development. Robust and effective assessments identify children who may need extra support. Additionally, staff provide teaching and activities that appropriately challenge and build on what they already know. As a result, all children, including those with special educational and/or disabilities (SEND), make good progress in all areas of learning.
- The indoor environments are beautifully resourced and cover all seven areas of learning. Babies and young children's environments are tailored to support the way in which they learn. For example, babies' physical development is supported by soft-play equipment. They use this to pull up on and develop their strength and balance required to support them in learning to walk. Older children enjoy physical play, such as riding scooters and tricycles, successfully negotiating obstacles. However, the outdoor environment does not consistently provide the same learning opportunities to support children who prefer learning outside, such as mark-making and reading opportunities.
- Children's communication and language development is prioritised. They make good progress in their speech and language development. Staff prompt lots of discussions through play. Flash cards and books are effectively used by staff to

extend meaning and further learning. Children look at books independently and with their peers. Babies frequently instigate books they enjoy, and attempt to repeat single words and phrases. Singing and music is embedded throughout the setting. Older children proudly finish the endings to familiar rhymes and songs at group times.

- The management team are extremely reflective in their role. They are passionate and committed to delivering an inclusive and safe setting for all. Staff report excellent well-being, and their enthusiasm and dedication for their role is clear to see. Regular training opportunities ensure that staff are motivated to keep learning and improve on their teaching.
- Although staff have a clear intention to support children's independence, occasionally staff are not providing them with the opportunity to achieve this successfully. For example, at times children are reminded to wash their hands before eating and encouraged to wipe their own noses after sneezing. However, this is not done consistently enough. As a result, children do not have a clear understanding of what they need to become increasingly independent in managing their self-care needs.
- Parents report excellent daily face-to-face communication and regular updates of their children's learning and progress. Parents are integral to children's overall learning experience. Children benefit from parents who are regularly welcomed into the setting to share their first-hand knowledge about different topics, including religious festivals and celebrations. As a result, children learn about diversity and the world they live in.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is given unquestionable priority. The provider and all the staff have regular safeguarding training. They have robust knowledge to ensure the safety of children in their care. Additionally, regular safeguarding quizzes and staff meetings ensure safeguarding knowledge is up to date. Staff demonstrate that they can identify children who may need early help or are at risk of neglect, abuse, grooming or exploitation. All staff go through a secure recruitment process to ensure their suitability to work with children. Staff are confident in the procedures to follow if they had a concern about an adult working with children.

What does the setting need to do to improve?

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

- enhance the outside environment to increase learning opportunities that support all areas of children's learning and development
- support children to implement good hygiene practices and to become increasingly independent in managing their self-care needs.

Setting details

Unique reference number	EY416472
Local authority	Essex
Inspection number	10288913
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 4
Total number of places	65
Number of children on roll	106
Name of registered person	Wright Start Day Nurseries Limited
Registered person unique reference number	RP904920
Telephone number	01277356885
Date of previous inspection	6 November 2017

Information about this early years setting

Wright Start Day Nurseries registered in 2010 and is situated in the village of Ingatestone. The nursery employs 23 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 3 or above. The nursery opens from 7am until 6.30pm, Monday to Friday all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louisa Taylor

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discusses the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The nursery manager and the inspector completed a tour of the setting both indoors and outdoors to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector the premises and discussed how they ensure those are safe and suitable.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation of group activities with the manager and also discussed self-evaluation.
- The special educational needs and/or disabilities coordinator spoke to the inspector about how they support children with SEND.
- Children communicated with the inspector during the inspection. Parents and carers shared their views of the setting with the inspector.
- The inspector held a meeting with the manager and also discussed self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the setting and a selection of other records.

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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