

Inspection of Heritage Day Nursery

Unit 3, 280 Oxlow Lane, DAGENHAM, Essex RM10 8LP

Inspection date: 13 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 Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive happy, and they excitedly enter the setting. They find their names or photos of themselves and hang up their jackets. Some children do this independently and some receive encouragement from staff to reach this next step. Children have familiar routines and experiences, which helps to structure their day and settle comfortably.

The manager and staff know the children well. They plan effectively for children's individual learning needs. For instance, the youngest aged children sing counting rhymes with staff, while older children use the resources in the environment to count from one to 10 independently. This shows that children learn early mathematical concepts in enjoyable and fun ways.

Since the last inspection, the setting has made significant improvements. Staff create a learning programme that helps children, including children with special educational needs and/or disabilities (SEND), to make effective progress from their starting points. Some staff members have attended training to develop more skills to better support children with SEND.

Overall children behave well. They take turns and wait patiently as they descend and ascend the stairs to the outdoor area. They welcome each other when they come into the setting at the beginning of the day.

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

- Staff help children foster a love of literacy with enjoyable reading sessions and regular visits to the local library. Children sit in small groups with staff and listen with interest to stories. This has a positive impact on young children's developing listening skills.
- Children develop their small and large muscles. Staff supervise young children as they use bicycles, swings and climbing apparatus. In addition, young children manipulate rice as they pour and fill containers. Older children mould, roll and shape cookie dough. Some children like to draw, others run and balance in the outside area. These experiences benefit children's developing bodies.
- Children share their interests with staff and other children at group times. They seek explanations and ask questions about their learning. For instance, children show an interest in the tropical fruit, guava. However, on occasions, there are inconsistencies in staffs' subject knowledge in relation to children's understanding of the world. This means that the content they teach children is sometimes inaccurate.
- Children learn from staff, who are good role models. Children help each other. For instance, they pass cups and containers of drinking water to their friends.

However, when there are instances of negative behaviour, staff do not always fully explain why some behaviours are unwanted. This demonstrates that, at times, children are not learning about how their actions make other people feel.

- The manager has made improvements to the key-person system. The key persons provide children with emotional support, especially when they need extra reassurance. For instance, when young children climb apparatus, they often turn to their key persons for encouragement, and support. Children in the setting gain confidence and challenge themselves.
- The manager ensures that children have healthy, freshly made food. The cook at the setting prepares food that adheres to children's dietary needs. This supports children's health and safety.
- The manager values her staff and carries out regular coaching and supervision sessions with them to support and develop their practice. Staff have attended a wide range of training since the last inspection, in order to raise the quality of teaching in the setting.
- Partnerships with parents are strong. Parents comment that staff are welcoming, friendly and approachable. Parents comment that they are happy with the progress their children are making at the setting. They have meetings with their children's key person regularly. This promotes children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a good awareness of safeguarding practice. They understand the importance of recognising any cause for concern. They know how to report any concerns, including allegations against those working with children. Staff are trained to understand the provider's safeguarding policies and procedures. They discuss safeguarding at every staff meeting. The recruitment and induction of staff is thorough, and individual suitability assessments are completed.

What does the setting need to do to improve?

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

- strengthen staff's subject knowledge and help them to have a more secure understanding of what children need to learn to further extend children's learning
- provide staff with more focused behaviour management strategies to help children understand why behaviour expectations and rules are in place.

Setting details

Unique reference number	EY377560
Local authority	Barking and Dagenham
Inspection number	10277167
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	2 to 4
Total number of places	21
Number of children on roll	30
Name of registered person	Akubueze, Muyibat Abeje
Registered person unique reference number	RP514333
Telephone number	02089840673
Date of previous inspection	20 December 2022

Information about this early years setting

Heritage Day Nursery registered in 2008. It is based in Dagenham, in the London Borough of Barking and Dagenham. The nursery is open each weekday, from 8am to 6pm, all year round. The provider also offers an after-school club from 3.30pm to 6pm during term time. There are five members of staff. The provider, who is also the manager, has an early years degree. Two other members of staff have suitable early years qualification at level 6 and level 3. The provider is in receipt of funding to provide free early years education for children aged two-, three- and four-years.

Information about this inspection

Inspector

Anne-Marie Giffits-Walker

Inspection activities

- The inspector discussed any continued impact of the COVID-19 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. She talked to the inspector about the learning programme and what staff want children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The manager and the inspector carried out a joint observation.
- The inspector spoke to staff during the inspection.
- The inspector spoke to parents during the inspection.

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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