

Inspection of Pier Lodge Day Nursery

Thames Road, Grays, Essex RM17 6JP

Inspection date: 15 August 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	Requires improvement
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What is it like to attend this early years setting?

The provision is good

Children and parents are warmly welcomed into the nursery. They are greeted by happy, attentive and nurturing staff who are genuinely pleased to see the children. Children leave their parents with ease and show an eagerness to investigate activities provided. The curriculum is planned around the children's individual interests. Staff are skilful in their use of responsive planning. For example, children arrive excited and keen to talk about cars. Staff provide them with road maps and garages to continue their interest. Conversation takes place around transport and children paint the wheels of cars to make tracks on paper.

Children make good progress in their speech and language. They talk enthusiastically and recall what they have previously learned as they discuss the nursery 'garden club'. Children speak with confidence to visitors to the nursery about the flowers they grow. They learn about the environment and the importance of caring for bugs and insects. Planned trips to the local woodland and beach enhance their learning about the natural world. Children relish their time outdoors. They learn how to take safe risks, supported by staff, as they build obstacle courses. Children's behaviour is good. They work well in teams, listen intently and follow instructions. Staff are good role models and speak to the children with respect.

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

- The manager and her deputy are committed to provide children with high-quality care and education. The manager, supported by the owners, has a clear vision of how to provide good outcomes for children and plan opportunities to develop the skills children need for successful future learning. Staff speak highly of the manager and say that they feel valued and fully supported. The management and staff team have worked hard to ensure that there have been significant improvements since the last inspection. Morale is good and staff feel supported in their own professional development.
- Children's emotional well-being is a priority. The manager ensures the nursery ethos of 'nurture, care and prepare' is securely embedded throughout the nursery day. Children learn in an inclusive environment. There is an emphasis on teaching children skills they need to prepare for the transition to school. For example, children confidently take care of their personal needs, pour drinks with precision, and make choices. They are confident speakers and ask lots of questions.
- Parents speak very positively about the nursery. The manager and her team invest time in getting to know the children and their families. This is very evident in parents' comments as partnerships with parents are very well established. Parents say they feel fully supported by the welcoming, attentive and

professional staff. They express their gratitude in the way staff meet children's individual needs. They say their children make good progress.

- Toddlers enjoy sensory play activities. They carefully paint their hands and show amazement as they make prints on paper. Children relish the praise they receive for their efforts. They develop close bonds with their key person. Children approach staff when they need reassurance and cuddles. Staff offer comforters from home to help them settle. Children demonstrate they feel secure in their environment as they move around, exploring activities with interest.
- Children make good progress in their language development, including children who are bilingual or who have English as additional language. Many staff members are bilingual and speak with children in their home language to reassure them and help them settle. Effective strategies are in place to ensure children's speech and language are progressing well.
- The quality of teaching and staff interaction is good. The curriculum is planned around all areas of learning and based on children's interests. However, the curriculum is not consistently challenging and, sometimes, children are unable to build on what they already know and extend their knowledge to a higher level.
- Children are engrossed in their play. However, the organisation of some routines has an impact on children's behaviour. For example, when the group comes together to prepare for activities outdoors or when they wait for meals to arrive, children quickly lose concentration and are easily distracted.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team demonstrate a sound knowledge of how to keep children safe. They have a clear understanding of their individual responsibilities to ensure children's welfare. Staff are confident in the procedure to follow should they have a concern regarding a child's well-being. Completion of regular safeguarding training, including other aspects of child protection and the whistle-blowing policy, is a priority. A robust recruitment and induction procedure ensures that children are cared for by staff who are suitable to do so and understand their responsibilities to do so. Children learn through everyday routines and planned activities about how to stay healthy, safe and manage risks, by staff who support and guide them.

What does the setting need to do to improve?

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

- plan more opportunities within the curriculum to challenge children's thinking to consistently build on what they already know and can do
- improve the organisation of routines so that children are fully engaged and do not become distracted, particularly at mealtimes and when preparing for outdoor play.

Setting details

Unique reference number	EY490819
Local authority	Thurrock
Inspection number	10262753
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	120
Number of children on roll	219
Name of registered person	Pier Lodge Day Nursery Ltd
Registered person unique reference number	RP905328
Telephone number	01375 393055
Date of previous inspection	31 October 2022

Information about this early years setting

Pier Lodge Day Nursery registered in 2015. The nursery employs 46 members of childcare staff. Of these, 43 hold appropriate early years qualifications at level 2 or above. The nursery opens from 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

Inspectors

Lynn Hartigan
Lyndsey Barwick

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the manager and have taken that into account in their evaluation of the provision.
- The manager, the deputy manager and the inspectors completed a learning walk together and discussed the curriculum and what the team wants the children to learn.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and an inspector carried out a joint observation together.
- The inspectors spoke with staff and children at the inspection.
- Parents provided the inspectors with verbal feedback.
- A meeting was held between the inspectors and the manager. The inspectors looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff members.

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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