

# Inspection of Childsplay Day Nursery

Clarendon Way, COLCHESTER, Essex CO1 1XF

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Inspection date: 13 September 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is good**

Children learn well. They benefit from a broad curriculum which captures their interest. Babies and children develop the skills and knowledge they need to move confidently through the rooms in the nursery and on to school. Children benefit from many different outings and real-life experiences. For example, they go on outings to the local supermarket to have a go at operating a self-service checkout. This helps to widen their understanding of the uses of everyday technology.

Children learn well from the positive example set by the cheerful and nurturing staff. They learn to talk about and express their different emotions and consider the needs of others. Babies show that they feel safe and secure when approaching visitors, while older children confidently start conversations about topics that interest them. Children's behaviour is consistently good. From a young age, they show that they understand and follow the boundaries and rules. For example, during activities in the woodland area, older children remind each other how to carry tools safely and toddlers know to wait their turn before jumping down the steps.

Special days in children's lives are celebrated by the staff. This highly inclusive approach helps all children and their families to feel valued and welcome. Children, including children who speak English as an additional language (EAL), build an extremely positive view of their own uniqueness and that of others.

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

- Staff engage children in conversation, asking open-ended questions to encourage them to express themselves with increasing detail. They make use of tools, such as a translation pen, to help model the many different languages spoken by the children. This helps all children, including children who speak EAL, to extend their vocabulary and become confident communicators.
- There are regular opportunities for children to manage tasks for themselves. For example, older children are encouraged to set the table at mealtimes, serve their food and clear their plates. Staff offer plenty of praise. This motivates children to initiate further responsibilities for themselves, such as sweeping the floor and stacking the chairs.
- Staff create an array of successful strategies to help parents to feel involved in their children's care and learning. For example, parents embrace the use of the nursery's lending library. They explain how this encourages their children's enjoyment of books and reading at home. Staff offer unwavering support to children and their families in times of crisis. This helps to ensure that children continue to attend the nursery and benefit from excellent levels of care and emotional security.

- The nursery is extremely inclusive, and staff know the children's backgrounds in detail. Children's home languages and cultures are celebrated through an array of meaningful activities. For example, children and their parents delight in sharing many aspects of their cultural heritage, including recipes, stories and traditional clothes. These rich, shared experiences help to foster children's knowledge of similarities and differences exceptionally well.
- Managers and staff support children with special educational needs and/or disabilities (SEND). For example, they increase staff ratios, create quieter spaces for learning and purchase new resources to meet children's individual needs. Managers are proactive in contacting external agencies to access further support and additional funding. This helps to ensure that children with SEND make good progress from their starting points.
- Overall, staff sequence children's learning effectively, carefully adding to children's skills and knowledge. However, they do not build on all opportunities to incorporate mathematical language and concepts into children's play to further extend this area of their learning.
- Children are actively encouraged to learn about the importance of a healthy lifestyle. For example, older children meet a group of trainee dentists who visit the nursery and talk about the importance of toothbrushing. All children enjoy growing fresh vegetables in the nursery garden, with a strong focus on inspiring them to understand how to make healthy choices in their diet.
- Staff morale is high. Managers support staff effectively to ensure their well-being. Recognition for their hard work, such as the 'employee of the month' initiative, helps all staff to feel valued. Staff are encouraged to take up training opportunities to extend their teaching skills. For example, some staff use their training in the forest school approach to widen the curriculum for children's physical development.

## Safeguarding

The arrangements for safeguarding are effective.

There is a strong focus on keeping children safe. Staff complete regular training in safeguarding children and discuss wider safeguarding scenarios together. Managers regularly pose questions to check staff's ongoing understanding of how to manage different safeguarding matters. This helps staff to act swiftly to identify and report any concerns about a child's welfare. Staff actively share information with parents to raise their awareness of risks to children, including those associated with online activities. The provider follows robust procedures and carries out all required checks before allowing staff and volunteers to work in the nursery. This helps to protect children from harm.

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

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

- review the curriculum for early mathematics to build on what children already know and can do and further enhance their mathematical knowledge.

## Setting details

<b>Unique reference number</b>	650059
<b>Local authority</b>	Essex
<b>Inspection number</b>	10300731
<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 3
<b>Total number of places</b>	70
<b>Number of children on roll</b>	59
<b>Name of registered person</b>	Gary Mark Seward & Karen Valerie Seward Partnership
<b>Registered person unique reference number</b>	RP527776
<b>Telephone number</b>	01206 368 368
<b>Date of previous inspection</b>	26 June 2018

## Information about this early years setting

Childsplay Day Nursery registered in 1999. The nursery employs 14 members of childcare staff. Of these, 10 hold an appropriate early years qualification at level 2 and above. The nursery opens from Monday to Friday, all year round. Sessions are from 7am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Clements

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- The managers 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 observed the quality of interactions during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the nursery manager.
- Children spoke to the inspector about what they enjoy doing while in the nursery.
- The inspector talked to the provider and staff at appropriate times during the inspection and took account of their views.
- Parents and carers shared their views of the nursery with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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