

Inspection of Pure imagination Childcare

Aston Court, Aston Road, Basildon SS15 6NX

Inspection date: 20 November 2023

Overall effectiveness	Good
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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

There is an effective key-person system in place. This helps children to form firm attachments and promotes their well-being and confidence. Effective methods of developing relationships with, and seeking information from, parents have been implemented. This ensures that key persons know the children well. This allows them to implement a curriculum that meets the needs of individual children. Staff plan appropriate next steps for children's development that build on what they already know and can do. This ensures that all children make good progress from their starting points. This includes children with special educational needs and/or disabilities and those in receipt of additional funding, such as early years pupil premium.

Staff are positive in their interactions with children. They are polite and respectful to them and are good role models. They have implemented positive behaviour strategies. When children need to be reminded about the rules, the reasons behind them are explained. This ensures children understand why the rules are in place and learn how to self-regulate their behaviour. As a result, children are well behaved. They listen to staff and are kind and caring towards each other. Staff encourage them to share and take turns, offering support and suggestions when required. Staff praise children consistently when they behave positively.

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

- There have been clear improvements since the last inspection. The provider is reflective and has worked hard to implement the changes required. The setting has embraced the support offered by the local authority. They have sought out relevant training opportunities for the staff team to help them develop their practice. The whole team is motivated and continues to reflect on the service it provides.
- Improvements have been made to the way staff promote children's communication and language skills. Children have opportunities to develop these skills through stories and singing. Staff provide a running commentary to children's play that introduces new words. They add more words to those that children say and repeat back words so they can hear the correct pronunciation. This helps to extend children's vocabulary.
- Staff support children to be independent with their self-care skills. Children tidy up their toys when they have finished playing and put their wellington boots on before going outside. At mealtimes, they wash their own hands and peel their fruit. Children are encouraged to ask for help if they need support with these tasks. They are praised for both their efforts and achievements. This helps children learn important skills for the future.
- The environment has been enhanced since the last inspection and supports the

curriculum effectively. Staff consider children's prior experiences when planning activities. Children eagerly engage in self-chosen play that interests them and holds their attention. This helps children develop positive attitudes to their learning. Staff engage with children during their play and follow their interests. They adapt their approach to meet the needs of all children. However, sometimes, staff do not identify times in children's play when they could extend their learning even further. This means that children are not consistently encouraged to develop their critical thinking skills or share their ideas.

- Partnerships with parents are strong. Leaders understand the importance of effective partnerships with parents and the positive impact this has on children's well-being and learning. Parents are invited into the setting for stay-and-play sessions and parent meetings. Parents report that their children are making progress in their development. They are kept informed about their children's next steps and provided with ideas for activities that will help support their children's learning at home. Staff have formed links with other professionals and additional settings the children attend. This ensures continuity of care and education.
- The provider has improved the support offered to staff. This ensures they have the skills and knowledge to fulfil their roles effectively. Staff supervisions and meetings are used as coaching opportunities. Staff recognise that the changes they have made since the last inspection have improved the care and education they provide. Staff morale is high and teamwork is effective. This means that children are cared for by happy and motivated staff.

Safeguarding

The arrangements for safeguarding are effective.

The provider and staff team understand their roles and responsibilities to keep children safe. They know the procedures to follow if they have a concern about a child's well-being. They know how to report concerns to an appropriate professional. There is a robust recruitment and induction procedure in place. Staff complete safeguarding training to keep their knowledge up to date. Safeguarding is discussed during supervisions and at staff meetings. Leaders check staff's knowledge and understanding with quizzes and questions. Effective risk assessments are in place to keep children safe.

What does the setting need to do to improve?

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

- support staff to develop their interactions further to extend children's critical thinking skills and encourage them to share their ideas.

Setting details

Unique reference number	2715991
Local authority	Essex
Inspection number	10300392
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 11
Total number of places	40
Number of children on roll	63
Name of registered person	Hurley, Leanne
Registered person unique reference number	2715990
Telephone number	07939992769
Date of previous inspection	6 June 2023

Information about this early years setting

Pure imagination childcare registered in 2022. The setting employs 11 members of childcare staff. Of these, four staff hold appropriate early years qualifications at level 2 or 3. The setting opens during term time only for the pre-school and during school holidays and after school for out-of-school care. Pre-school sessions are from 9.30am until 3.30pm Monday to Friday. After-school care is from 3pm until 6.30pm Monday to Friday. Out-of-school care is provided during the school holidays from 9.30am until 3.30pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lyndsey Barwick

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observations with the provider.
- The inspector spoke to several parents during the inspection and took account of their views.

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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