

Inspection of Wishing Well Day Nursery

The Boulevard, Rochford, Essex SS4 1QF

Inspection date:

16 November 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

Requires improvement

What is it like to attend this early years setting?

The provision is good

Children benefit from the close attention of staff who, overall, deliver a broad and exciting range of learning opportunities that respond to children's needs and interests. Staff who work with toddlers are particularly skilled in extending children's levels of engagement. They select children to be daily helpers to give them a sense of responsibility. Staff gently encourage children to follow their guidance as they set the table. Children are keen to participate and this activity helps children to develop their conversational skills. Staff speak confidently about the role this activity plays in children's communication and language development, knowing that this is a focus of the curriculum in this room.

Staff understand how to support children's developing language skills. They use consistent strategies across all age groups. Children, including those with special educational needs and/or disabilities, make good progress and become confident communicators. Staff expose children to a wide range of language through speaking and singing, that children then use to express themselves.

Improvements have been made to the interactions with children in the baby room. Staff share stories and rhymes using puppets. Babies show their interest in these experiences as staff support their early language. For instance, staff repeat single words back to babies to encourage them to practise making sounds.

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

- Significant improvements have been made since the last inspection. Leaders and managers are very reflective and have targeted weaker areas of practice to drive improvements. This has led to practice that benefits children across the nursery. A clear drive to develop the quality of the curriculum for communication and language supports all children's speaking and listening skills.
- Leaders and managers have clear oversight of the nursery. They monitor staff practice to identify any areas where staff may benefit from greater support. Staff have access to a wide range of relevant training opportunities, including help to develop confidence when interacting with children. Staff comment that they appreciate the care they receive from managers and feel valued at work.
- Managers demonstrate very strong knowledge of the local community, children and families who attend the setting. They speak confidently about issues that may affect families who use their service and target support to those children who may need more help. Strong relationships with other professionals involved in children's lives help staff to tailor their care and support to children's changing needs.
- Staff know the children who attend well and form strong bonds with them. Staff have a good understanding of all children's needs, not just their key children, to

adapt their support as needed. Children's behaviour is managed well. Staff remind children of their expectations calmly to help children learn what is expected of them and feel secure. For example, they remind children of 'walking feet' when they run indoors.

- Parents are very grateful for the support they receive from the nursery. They praise the communication from managers and staff and appreciate how well staff know their children. They feel that staff understand their individual circumstances and show great care for their children.
- While the quality of support in the baby room has largely improved since the last inspection, some times of day, such as the run up to lunch, are not as well managed. Some children struggle at these times because they are expected to move from activities to eating too quickly.
- In the pre-school room, focused activities are used well to support the needs of children who find it difficult to work in large groups. Staff encourage children to choose an activity and invite a few others to join in. They gradually get them used to working with more children, to listen to others and take turns. Staff sensitively remind children of the expectations of behaviour without interrupting their learning. For example, they remind children not to swing wooden ramps around, but redirect them to set up a road for cars. Children then spend much time racing cars down the ramp. They experiment how to make the cars go faster, for example by tilting the ramp upwards.
- Overall, staff interactions with children are positive. However, occasionally, some staff in the pre-school room do not fully respect children's choices. For instance, they do not recognise when children no longer want to engage with an activity. Instead, they return children to the activity which they have moved on from and have no further interest in. This means that some children are less engaged than others.

Safeguarding

The arrangements for safeguarding are effective.

Leaders, managers and staff are all fully aware of how to identify signs and symptoms of abuse and neglect. They understand internal and external reporting procedures to seek help if needed. Staff are all confident to follow whistle-blowing procedures to report any concerns about adults who work with children. There are clear processes in place to ensure that managers can take swift and effective action to address any safeguarding concerns or issues with the suitability of adults who work with children, in line with local procedures.

What does the setting need to do to improve?

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

- support staff in the pre-school room to further understand how to promote

children's learning through consistently positive interactions

- help staff to support children to transition between activities or parts of the routine in the baby room.

Setting details

Unique reference number	EY368042
Local authority	Essex
Inspection number	10269854
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	75
Number of children on roll	71
Name of registered person	Bradleys Childcare Ltd
Registered person unique reference number	RP527657
Telephone number	01702 546666
Date of previous inspection	5 December 2022

Information about this early years setting

Wishing Well Day Nursery registered in 2008. It is one of two nurseries run by the same owner. The nursery employs 24 members of childcare staff. Of these, 13 hold appropriate early years qualifications at level 3, one holds a qualification at level 5 and one holds a qualification at level 6. The nursery opens from Monday to Friday, all year round, except for bank holidays. Sessions are from 7am to 6.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Naomi Brown
Jenny Hardy

Inspection activities

- Two inspectors carried out this inspection.
- An inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Both inspectors completed a learning walk with the manager. They discussed the curriculum and how the nursery establishes what they want children to learn.
- Inspectors carried out several joint observations with the manager and area manager of the nursery.
- One inspector spoke to parents, to gather their views of the nursery.
- Both inspectors carried out observations of staff and children in all rooms of the nursery.
- The inspectors spoke to the manager and the area manager about the leadership and management of the nursery.
- The inspectors spoke to children and staff at appropriate times.
- The inspectors reviewed documentation relating to staff suitability checks.

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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