

Inspection of Brentwood Day Nursery

The Old County Ground, Shenfield Road, Brentwood, Essex CM15 8AJ

Inspection date: 6 February 2024

Overall effectiveness

Inadequate

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

The provider has not ensured that staff designated to take the lead for safeguarding understand the responsibilities of that role. This means that children's welfare is not assured.

Children benefit from a well-thought-out and ambitious curriculum. Staff work closely with parents to ensure that they have relevant information about the children when they start. Effective procedures for tracking children's progress are in place. Staff continually plan appropriate next steps that build on what children already know and can do. As a result, all children make good progress from their starting points and are well prepared for their next stage of learning.

Key persons know the children well and establish positive relationships with the whole family. Staff are good role models. They are polite and kind to the children. This helps children to form firm attachments and promotes their well-being and confidence. Staff encourage children to express their wants and needs to their friends in appropriate ways. They model sentences the children could use if they want to borrow something another child has or would like to join in their play. As a result, children play well with each other and have formed friendships. They are kind, considerate and polite to one another.

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

- The lead practitioners for safeguarding in the nursery do not know the process to follow in the event of an allegation being made against a member of staff. They are unable to refer to their safeguarding policy for direction, as it is not in line with the guidance of the local safeguarding partners. This compromises children's safety.
- The manager is reflective and has a clear and ambitious vision for the curriculum that is shared with the team. They strive to deliver high-quality care and education and are receptive to support from the local authority. They monitor and adapt the provision well. For example, they have recently reviewed and adapted the daily routine to provide children with a better balance of free play and key-group time. Leaders work closely with parents and carers when making changes and consider their views and suggestions.
- Staff support children to develop their communication skills. They introduce new language to them and explain the meaning of new words, such as 'tongs' at lunchtime and 'dribble' when they are playing football. They provide a running commentary to children's play. They adapt their communication strategies to the individual needs of the children. However, staff do not consistently ask questions that encourage children to develop their thinking skills.
- Mathematical concepts are introduced to the children during play. They are

exposed to mathematical language by counting and using words to describe size and shape. Children develop their estimation skills when staff encourage them to predict if they are taller or shorter than the tower they have made.

- Children's independence is promoted well. They are taught skills such as putting on their coats, serving their meals and using cutlery. They are encouraged to wash their hands before eating and wipe their own noses and put the tissues in the bin. However, staff do not encourage the children to wash their hands after they have done this. In addition, staff do not always wash their own hands after helping children wipe their noses. This does not promote positive attitudes towards hygiene practice.
- Partnerships with parents are extremely positive. They report that their children have made steady progress in their development since starting at the nursery. They appreciate that they are kept informed about their children's next steps and provided with ideas for activities that will help to support their children's learning at home. This helps to establish a consistent approach to supporting children's learning. Parents are invited into the nursery to take part in activities or share their own interests and professions with the children.
- Staff well-being is a strong focus for the management team. Safer recruitment practice is followed, and staff are inducted well when they begin employment. They have regular supervision sessions and are offered frequent professional development opportunities. Staff can take on additional roles within the nursery based on their areas of expertise. This creates a positive culture where staff feel valued and respected. This means that staff morale is high and teamwork is effective.

Safeguarding

The arrangements for safeguarding are not effective.

There is not an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

| | Due date |
|--|------------|
| ensure that staff designated to take the lead for safeguarding have the knowledge, training and skills to be able to fulfil their role effectively, particularly the procedures to follow in the event of an allegation being made against a member of staff | 27/02/2024 |

| | |
|---|------------|
| ensure that policies and procedures to safeguard children are in line with local safeguarding partners guidance and include a clear explanation of the action to be taken in the event of an allegation being made against a member of staff. | 27/02/2024 |
|---|------------|

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

- help staff to strengthen their questioning techniques to promote children's thinking skills and extend their learning
- ensure all staff implement the nursery's hygiene procedures in relation to handwashing.

Setting details

| | |
|--|---|
| Unique reference number | 402126 |
| Local authority | Essex |
| Inspection number | 10305274 |
| 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 | 2 to 4 |
| Total number of places | 30 |
| Number of children on roll | 53 |
| Name of registered person | Torris, Janet Violette |
| Registered person unique reference number | RP513436 |
| Telephone number | 01277 212580 |
| Date of previous inspection | 16 February 2018 |

Information about this early years setting

Brentwood Day Nursery registered in 1974. It employs nine members of childcare staff, of whom seven hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round, with the exception of one week at Christmas. Sessions are from 8.30am until 5.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lyndsey Barwick

Inspection activities

- This was the first routine inspection the nursery 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 manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 observation of a group activity with the manager.
- 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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