

Inspection of Basildon Hospital Day Nursery School

Fobbing Farm Close, Basildon SS16 5NP

Inspection date: 16 September 2025

Overall effectiveness	Outstanding
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The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this warm and welcoming setting. Staff build strong, caring relationships with children and their families. They give excellent support to those who are moving up to a new class or who are settling in, especially if they find it hard to say goodbye to their parent or carer. The curriculum is exciting and ambitious. Staff help children explore and ask questions, fostering curiosity and deep thinking. For example, children talk about what happens when a pine cone gets wet. They learn that it closes to protect its seeds and think about what might happen when it dries. Staff set clear expectations, and children follow their lead. They are kind, take turns and work together. For instance, while watering plants, children discuss if they have enough watering cans and choose to share.

Staff have a strong understanding of how children grow and develop. They support physical skills through engaging experiences. Staff help younger children to build their core strength by practising steps. Older children use water squirters to pretend to put out fires, which helps develop the small muscles in their hands. Outside, children enjoy obstacle courses, where they balance, hop and jump. Children also practise 'sky writing' using big arm movements to strengthen their larger muscles and prepare for writing.

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

- Staff know their key children extremely well. They gather detailed information from the start through meetings with parents during settling in and from transition documents as children move through the rooms. This helps staff understand each child's starting point. They use this knowledge to plan meaningful learning experiences based on children's interests and what they need to learn next.
- Children flourish in a language-rich environment. Staff extend what children know through stories and purposeful talk. They introduce ambitious vocabulary naturally and model language in play and routines. Well-planned activities spark curiosity and promote rich conversation. For example, in a role-play tea party, children develop creativity and expressive language by imagining guests, food and props.
- Children who speak English as an additional language receive exceptional support. Staff use key words from home languages, familiar expressions and gestures to build their confidence and help them feel understood. They give children the time and space to process information, using simple English phrases alongside visual aids. This thoughtful approach allows children to gradually develop their ability to use both languages successfully, both in their play and to express their needs.
- Storybooks are at the heart of many activities. Children create characters like

'Stickman' from natural and creative materials. Younger children listen to the story as they create, while older children retell the tale using their own props and characters, strengthening memory, storytelling and confidence.

- Staff promote independence at every stage. Babies are supported to spread their own cream cheese, while toddlers serve lunch from shared dishes. Children naturally use the 'Self Support Station' to pour their own drinks, wipe their nose and take care of themselves with growing independence. A 'special helper' encourages responsibility and teaches children about democracy.
- Staff quickly identify children with emerging needs through careful observation. They work closely with parents and other professionals to address any possible delays. Staff implement targeted plans so every child makes excellent progress. Each child's unique character and experiences are used to strengthen areas that they need to develop further. Children make clear, confident decisions about where and how to play. Staff use their strong knowledge of each child to guide their play in well-thought-out experiences to help them learn to their full potential.
- Parents are highly positive about the setting. They praise the skilled, caring staff and the consistently high-quality provision. Staff communicate effectively through regular updates and purposeful daily conversations, ensuring that parents remain well informed. Families value the home learning resources and thoughtfully designed 'Borrow Bags', which support children through key life changes. These strategies strengthen links between home and the setting, helping children feel secure, confident and well supported in their development.
- Leaders know their staff well and provide strong support. Thorough induction, regular supervision and focused training maintain high standards. Training focuses on communication, early number skills and home learning links. Staff feel valued, supported and proud to be part of a strong, nurturing team.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY472645
Local authority	Essex
Inspection number	10399858
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	37
Number of children on roll	62
Name of registered person	Seymour House Ltd.
Registered person unique reference number	RP533301
Telephone number	01268464422
Date of previous inspection	17 December 2019

Information about this early years setting

Basildon Hospital Day Nursery School registered in 2014. The nursery operates from Monday to Friday, 7am to 6pm, all year round, except for bank holidays. There are 12 members of childcare staff, one of whom holds early years qualifications at level 7. Eight hold qualifications at level 3 and three are unqualified. The nursery provides funded early education for children from the ages of nine months to four years.

Information about this inspection

Inspector

Lorraine Terris

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this is having on the children's learning.
- The inspector spoke to members of staff during the observation.
- The children spoke with the inspector during the inspection.
- The inspector carried out a joint observation with the head of the early years practice.
- Parents shared their views of the setting with the inspector.
- The inspector observed the interactions between staff and the children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of the staff working in the nursery.
- The inspector spoke with the manager, area manager and head of early years practice about the leadership and management of the setting.

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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