

# Inspection of Brinkley Lane Day Nursery School

68 Brinkley Lane, Colchester, Essex CO4 9XN

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Inspection date: 26 September 2025

<b>Overall effectiveness</b>	<b>Outstanding</b>
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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 in this inclusive and welcoming nursery. Leaders focus on helping children build strong bonds with staff from the start. Staff demonstrate an exceptional understanding of each child and respond sensitively to their individual needs. As a result, children arrive with smiles and enthusiasm, settle quickly and enjoy the exciting activities on offer.

Children benefit from an ambitious, well-sequenced curriculum that is tailored to their developmental needs and individual interests. Activities are purposeful and inspire children to think critically, expand their vocabulary and sustain concentration for extended periods. For example, when exploring metal detectors, staff encourage children to test out their ideas and consider what objects at home may be made of metal.

Staff have high expectations for all children, including those learning English as an additional language. They adapt teaching effectively to ensure that every child is included, makes rapid progress and develops essential skills for the future. Simple sign language and translation tools are used well to support understanding. Progress is tracked closely, allowing staff to identify gaps quickly and provide timely, targeted support. As a result, children are highly motivated, enthusiastic learners who share ideas confidently and take pride in their achievements.

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

- Staff are highly qualified and experienced. Leaders make excellent use of their expertise, with staff leading areas of the curriculum, such as language and communication. Each area is underpinned by the latest research, ensuring that teaching reflects good practice. Staff's exceptional knowledge of child development enables them to shape learning precisely to each child's needs. As a result, children make rapid and sustained progress across all areas of learning.
- Staff build children's independence from the earliest age. Younger children are supported in managing simple tasks, such as taking off their coats, while older children use taught strategies to put them on by themselves. Staff guide and encourage children sensitively, building their confidence and self-care skills. Children self-serve snacks, make choices in their play and manage personal tasks, such as blowing their own nose, with increasing independence. These opportunities prepare them well for the next stage in their learning, which, for most, is school.
- Children make excellent progress in their early mathematical development through a wide range of hands-on activities. They confidently count during play, such as when filling containers or sharing resources, and demonstrate a growing understanding of how numbers represent quantity. Staff introduce mathematical

concepts from an early age, such as 'big' and 'little' and 'more' and 'less', enabling children to compare size and use mathematical language in meaningful contexts. Leaders enhanced the focus on mathematics after identifying specific learning needs. As a result, children develop an enjoyment of mathematics and achieve exceptionally well.

- Books and stories are carefully chosen to introduce new vocabulary and support learning intentions. Story times are interactive and engaging. Children listen with interest, anticipate what might happen next and join in with familiar refrains. These lively, inclusive sessions promote critical thinking, encourage children to share ideas, build vocabulary and foster a lasting love of reading.
- Staff nurture children's communication and language development well. They model clear speech and repeat words to build understanding, linking language to actions. For example, when babies explore books, staff echo words like 'beep, beep' to help build early vocabulary. Older children are surrounded by rich language and confidently use new words, including complex terms such as 'predict' when thinking about what might happen next. As a result, children become fluent and articulate speakers.
- Staff receive purposeful, constructive support that helps them continually improve the quality of education. Their practice is regularly observed, and the provider's unique feedback style encourages reflection and growth. Leaders promote a culture of ongoing professional development, which leads to consistently high-quality provision across the nursery.
- The nursery works exceptionally well with parents to ensure that children receive high-quality care and education. Leaders understand the diverse needs of families and always place children at the centre of their work. Parents value the support that staff provide, often saying they go above and beyond. This strong culture of care, collaboration and trust builds positive relationships and directly supports excellent outcomes for children.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

## Setting details

<b>Unique reference number</b>	EY472643
<b>Local authority</b>	Essex
<b>Inspection number</b>	10420477
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	54
<b>Number of children on roll</b>	80
<b>Name of registered person</b>	Seymour House Ltd.
<b>Registered person unique reference number</b>	RP533301
<b>Telephone number</b>	01206852525
<b>Date of previous inspection</b>	24 February 2020

## Information about this early years setting

Brinkley Lane Day Nursery School registered in 2014. It is located in Colchester, Essex. The nursery employs 17 members of childcare staff. Of these, 12 hold appropriate early years qualifications at level 3 or above. This includes four with early years teacher status. The nursery operates from Monday to Friday, all year round, except bank holidays and one week at Christmas. Sessions are from 7am to 6pm. The nursery provides funded early education for all eligible children.

## Information about this inspection

### Inspector

Shelly McDougall

## Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- Leaders joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The children told the inspector about their friends and what they like to do when they are at nursery.
- 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 is having on the children's learning.
- Parents shared their views of the setting 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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