

Inspection of The Wilson Marriage Centre Nursery, Little Learners

Wilson Marriage Centre, Barrack Street, Colchester, Essex CO1 2LR

Inspection date: 22 January 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children are very keen and active learners. They are met and greeted by smiling nursery staff, who help them to settle quickly and choose what they want to play with. Children have very good relationships with each other and with the staff. They chat about their home life, siblings and pets. New children are very well supported. Staff are on hand to offer cuddles and reassurance to help them to gain confidence. Children make good progress in their learning. They are well supported by their key person to help them to reach their next stage of learning.

Children behave very well. They have a good understanding of the nursery's boundaries and rules. Older children remind their friends that they need to use 'table voices' when the noise level rises at lunchtime and they find it difficult to talk. Staff thank the children for reminding them, and the group of children return to their quieter, yet still lively, discussions. Even the younger children understand how to manage conflicts. They fetch the sand timer when children are engaged in a dispute over a favourite musical instrument.

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

- Partnerships with parents are very good. Parents comment that they feel their children are very safe and well cared for. They state that the staff are very friendly and welcoming. Parents feel involved in their children's nursery day as staff provide them with a thorough handover when they collect their children.
- Children are inquisitive and interested in learning how and why things work. They ask questions to extend their thinking, which staff respond to appropriately. For example, when thinking about the Chinese New Year celebration, children ask staff what a Chinese dragon is. Staff use the internet to help them to answer the children's questions proficiently. This leads to a spontaneous dragon-making activity and dance.
- Children choose whether they learn indoors or outdoors. They move freely between the building and the garden. They involve their friends in their chosen play, for example when they use the large plastic and wooden construction materials in the garden to build a house.
- Children's early literacy skills are very effectively promoted. Children are provided with resources to practise their early writing skills in all areas of the nursery. Staff use spontaneous opportunities to develop these further. For example, a discussion leads to children writing their own names. Staff introduce a packet of name badges and children proficiently write their names on them, wearing their badge with pride and showing the other adults.
- Children learn about other people's celebrations and beliefs through a range of creative activities, food, stories and decorations. For example, they participate in the Chinese New Year celebration, enjoying noodles and rice for their snack and

practising painting Chinese number symbols.

- Children use numbers and counting in their everyday play and when helping to set out the table for lunch. However, staff do not always make best use of opportunities to extend children's mathematical skills further.
- A number of children attend other settings, as well as this nursery. Staff and managers have links with some of the provisions that children attend. This helps them to share relevant information about the children's learning to effectively support them. However, this is not consistently strong for all settings.
- Staff are well supported by an enthusiastic and proactive manager. She provides staff with good support and coaches them to help them to raise the quality of their teaching even higher. The manager has clear ambitions for the future of the nursery and works closely with the providers to implement changes and improvements.
- Children's confidence and independence skills are effectively promoted. They pour their own drinks, help to set the lunch table and help themselves to plates, cups and cutlery at snack and mealtimes.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a good understanding of their responsibilities to safeguard the children in their care. They regularly update their safeguarding knowledge, for example through training and daily staff quizzes. Staff proficiently name the types of abuse and the symptoms that might alert them to a child's safety or welfare being compromised. Managers and staff show that they understand the nursery's safeguarding policy and what action to take if they have concerns about a child's well-being. Effective recruitment procedures help to ensure that all staff working at the nursery have been appropriately vetted.

What does the setting need to do to improve?

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

- further enhance opportunities to challenge children's mathematical skills
- strengthen the links already in place with other settings that children attend to build a more consistently strong two-way flow of information.

Setting details

Unique reference number	650154
Local authority	Essex
Inspection number	10069333
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	0 to 4
Total number of places	22
Number of children on roll	34
Name of registered person	Essex County Council
Registered person unique reference number	RP901507
Telephone number	03330132544
Date of previous inspection	17 November 2014

Information about this early years setting

The Wilson Marriage Centre Nursery, Little Learners registered in 1999. The nursery employs six members of childcare staff. Of these, all six hold appropriate early years qualifications at level 3 or above, including the manager, who holds level 5. The nursery opens from Monday to Friday during term time only. Sessions are from 9.15am to 3.15pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hughes

Inspection activities

- The manager took the inspector on a learning walk and explained the curriculum and intent.
- The inspector observed an adult-led activity and discussed the children's learning with the manager.
- The inspector spoke to children and staff at appropriate times throughout the inspection.
- The inspector looked at relevant documentation relating to the staff's suitability and qualifications.
- The inspector took account of the views of parents spoken to during the inspection.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020