

Inspection of Close to Home Childcare Ltd

97 Station Road, Burnham on Crouch, Essex CM0 8HR

Inspection date: 11 July 2024

Overall effectiveness	Outstanding
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

Teaching is outstanding and children flourish in this exceptionally homely and inspiring learning environment. The passion and enthusiasm of the managers is infectious, and the team of staff share their commitment and dedication to provide superb learning opportunities for all children. The education programme is carefully planned around children's interests. It is ambitious and challenges what children already know, supporting their learning to the highest level. Children arrive and are keen and eager to start their day. They are warmly greeted by nurturing staff, who know them extremely well and are genuinely pleased to see them. Children leave their parents with ease. They show immense curiosity and wonderment in the activities provided and immerse themselves in their play.

Superb support and a strong focus is given to ensure children's well-being. The ethos of the nursery puts children at the centre of every decision made. Children are respectfully listened to, have a voice, and can influence what they learn next. For example, daily meetings with the children enable them to express what interests them and informs the planning. They recall previous learning, such as the life cycle of caterpillars. They talk about the symmetrical patterns of butterflies they have painted and talk about metamorphosis. They decide what they want to paint as they discuss the styles of artists they have learned about and comment on the artist Yayoi Kusama's love of spots. The meticulously planned outdoor environment captures children's curiosity and children relish their time in the garden. Children are confident and have a strong sense of self and belonging. They understand the high expectations of the staff and their behaviour is exemplary.

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

- The inspirational managers work collaboratively with their team and have a clear vision and drive to provide the highest quality care and education. Superb opportunities are in place to support staff to continue their own professional development, to further enhance and maintain the outstanding care that children receive. Staff positively comment on their 'joy' at coming to work and that their own well-being is fully considered, and this has positive impact for the children.
- Children make rapid progress in their learning. The knowledgeable and skilful staff have a very secure understanding of how to promote children's learning. A highly effective key-person system is in place which means children have formed trusting relationships. However, all staff work in all the rooms and know every child exceptionally well.
- The nursery is rich in language opportunities. Children make excellent progress in their speech and language. They confidently talk to visitors to the nursery engaging them in meaningful conversations. They ask many questions and

demonstrate their thirst for learning new things. Makaton signing is embedded in practice. All children, including the babies, use signs to communicate their needs, giving them a voice.

- Parents express their gratitude to the committed and 'amazing team' and speak highly of all aspects of care provided. They comment on feeling part of a bigger family within the 'friendly and nurturing nursery'. Parents comment that they appreciate the holistic approach and 'unwavering commitment' their children receive and that they feel their children have flourished since attending.
- Even the youngest children demonstrate they feel safe and secure. For example, babies are very happy within the homely environment. Staff respect and follow each babies' individual routines. For example, they sleep comfortably when they need and have their milk, enjoying cuddles with the attentive staff.
- Timely interaction from staff is precise and meaningful. They are skilful in how they ask questions, allowing children time to think and respond. Staff speak with respect to the children, for example, asking babies if they may change their nappies and gently asking if they would like help when they struggle rather than providing the solution.
- Skills children need to be independent learners are promoted throughout the curriculum and embedded throughout all daily routines. For example, children help in the preparation of snacks and meals. They prepare tables ready for their friends. They are beginning to understand where food comes from and enthusiastically show visitors to the nursery their vegetable allotment where they grow fruits and vegetables.
- Children have ample opportunities to learn about keeping themselves safe. They understand the need to wear sun cream and hats in the garden and keep hydrated. They can take risks and negotiate solutions as staff are close by to support them.
- Children learn about regulating their feelings and emotions through well-planned activities. For example, they use a 'cosy nook' in the garden. This is a well-used cosy and comfortable space where they listen to soothing music and paint large pebbles to describe how they are feeling. They are provided with vocabulary they need to express their emotions.
- Books are positively promoted throughout the nursery and children's love of books is evident. They look at books for pleasure and to find information. For example, children make 'dinosaur worlds' in the sand pit and check names and habitats of dinosaurs they are unsure of, using reference books.
- All children, including those who may need additional support, make excellent progress from their starting points. The nursery special educational needs coordinator is very knowledgeable and passionate about her role. Early intervention and positive links with outside agencies involved in the care of the children ensure a consistent, collaborative approach.
- Children are well prepared for the transition to school. The team are proactive to ensure positive and meaningful relationships are established with the schools that children will attend to ensure transition is seamless.

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	EY388219
Local authority	Essex
Inspection number	10344296
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 5
Total number of places	37
Number of children on roll	87
Name of registered person	Close to Home Childcare Ltd
Registered person unique reference number	RP528724
Telephone number	01621 782787
Date of previous inspection	22 August 2018

Information about this early years setting

Close to Home Childcare Ltd registered in 2009. The nursery employs 11 members of childcare staff, of whom nine hold appropriate early years qualification at level 2 to level 6. It operates Monday to Friday from 7am until 7pm, all year round. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Lynn Hartigan

Inspection activities

- This was the first routine inspection the setting has 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 setting.
- The manager and the inspector completed a learning walk together and discussed the curriculum and what the team wants the children to learn.
- 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 manager and the inspector carried out a joint observation together.
- The inspector spoke with staff and children at the inspection.
- Parents provided the inspector with oral and written feedback.
- The inspector looked at relevant documentation and 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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