

# Inspection of Just Imagine Day Nursery - Colchester Academy Ltd

Colchester Academy, Hawthorn Avenue, Colchester CO4 3JL

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Inspection date: 1 November 2022

<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

Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are warmly greeted by friendly and caring staff, who know them and their families well. After waving goodbye to their parents at the door, children eagerly explore the enticing and creatively planned outdoor and indoor environments. Babies and children show that they are extremely relaxed and feel safe in the care of the nurturing and attentive staff. This 'home-from-home' provision prioritises children's physical, social and emotional well-being. Children self-select challenges, as they manage to pull themselves off the ground and sit on the garden swing. Staff give meaningful praise, and children respond positively with a beaming smile and say, 'my tummy tickles', while swinging backwards and forwards proudly.

Children actively learn about the natural world around them. They plant seeds, watch vegetables grow and then harvest them when they are ready to eat. Children develop healthy eating habits, as they experience the fresh taste of their crops at mealtimes. Staff talk to children all the time and respond exceptionally well to young children's first words and gestures, as they learn to communicate. Parents express their appreciation for the new experiences that their children are benefitting from, as they take part in the 'borrow a bike scheme'.

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

- An ambitious and clear curriculum intent and implementation is embedded securely and consistently across the provision. A collaboration of robust and innovative assessment, exceptional parental partnership and a highly effective key-person system helps identify any gaps in children's learning. Additionally, superb teaching provides sequenced learning that builds on and develops children's knowledge and skills. As a result, all children make significant progress from their starting points across the seven areas of learning.
- Children's emotional well-being is given unquestionable priority. Intelligently designed 'cosy' spaces throughout the setting give children the space and time to reflect on their feelings. Children learn how to express and understand their feelings through books and coordinated sensory resources. Additionally, a beautifully resourced sensory room with a ceiling carpeted with fairy lights, offers a soothing learning environment for children who can sometimes become overwhelmed. Babies also enjoy a restful sleep there. As a result, all children, including those with special educational and/or disabilities (SEND), learn to self-regulate their emotions and express their individual characters in a positive way.
- Children's behaviour and attitudes are exemplary. Children are taught to use effective strategies to support good manners, friendship building and to accept the needs of others. For example, children independently collect a sand timer so they can wait for their turn to play with a popular toy. Babies are gently reminded to use 'kind hands' with a soft touch from staff, to help them

understand the meaning in an age-appropriate way. As a result, children develop patience and have consistently high levels of respect for others.

- Staff model excellent hygiene routines and babies and children become increasingly independent in their personal needs. In age-appropriate ways, staff help children to reflect on their differences and what makes them unique. Staff teach children how they can contribute positively to society. The impact is evident, as babies delight in putting toys away after use as ways of caring for their environment and becoming 'community champions'.
- Children consistently use new vocabulary and staff prompt discussions that enables them to communicate effectively. Children speak with confidence, and those who have more difficulty are swiftly supported. For, example staff instigate partnership working with outside agencies, such as speech and language professionals. Working together ensures all children make the best possible progress in their communication and language development.
- The manager is conscientious and undeniably passionate about supporting staff, children, and families. She strives for continuous improvement, which is reflected in the exceedingly positive outcomes of children. Staff are highly motivated by this inspirational leadership and help deliver successful new initiatives. As a result, parents compliment this inclusive provision on the remarkable and significant progress their children are making.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding is of paramount importance. All staff go through a secure recruitment process to ensure their suitability to work with children. The provider conducts regular checks to ensure the staff's continuing suitability. The provider, alongside all the staff, has regular safeguarding training and all staff have a robust knowledge to ensure the safety of children in their care. All staff can recognise the signs and symptoms of abuse and knows what to do if there is a concern about a child or a colleague. All staff demonstrate a good knowledge of wider issues, including grooming, radicalisation and exploitation.

## Setting details

<b>Unique reference number</b>	2605425
<b>Local authority</b>	Essex
<b>Inspection number</b>	10251675
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	37
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	Just Imagine Nurseries - Colchester Academy Ltd
<b>Registered person unique reference number</b>	2605423
<b>Telephone number</b>	01206 867001
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Just Imagine Day Nursery - Colchester Academy Ltd registered in 2020. It is situated in the grounds of Colchester Academy. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery employs 10 members of childcare staff. All staff hold appropriate early years qualifications at level 3 or above. Three staff members, including the manager hold early years professional status. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Louisa Taylor

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discusses the impact of the pandemic with the manager and has taken that into account in their evaluation of the setting.
- The nursery manager and the inspector completed a tour of the setting, both indoors and outdoors, to understand how the early years provision and curriculum are organised. Additionally, the manager showed the inspector the premises and discussed how they ensure it is safe and suitable.
- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact that this had on children's learning.
- The inspector carried out a joint observation of group activities with the manager and also discussed self-evaluation.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- Children communicated with the inspector during the inspection. Parents and carers shared their views of the nursery with the inspector.
- The inspector held a meeting with the manager and also discussed self-evaluation. The inspector looked at relevant documentation, such as evidence of the suitability of the staff working in the nursery, and a selection of other records.

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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