

# The Chase Nursery

Unique reference number (URN): EY464898

Address: 15 The Chase, Holland-on-Sea, Clacton-on-Sea, Essex, CO15 5PU

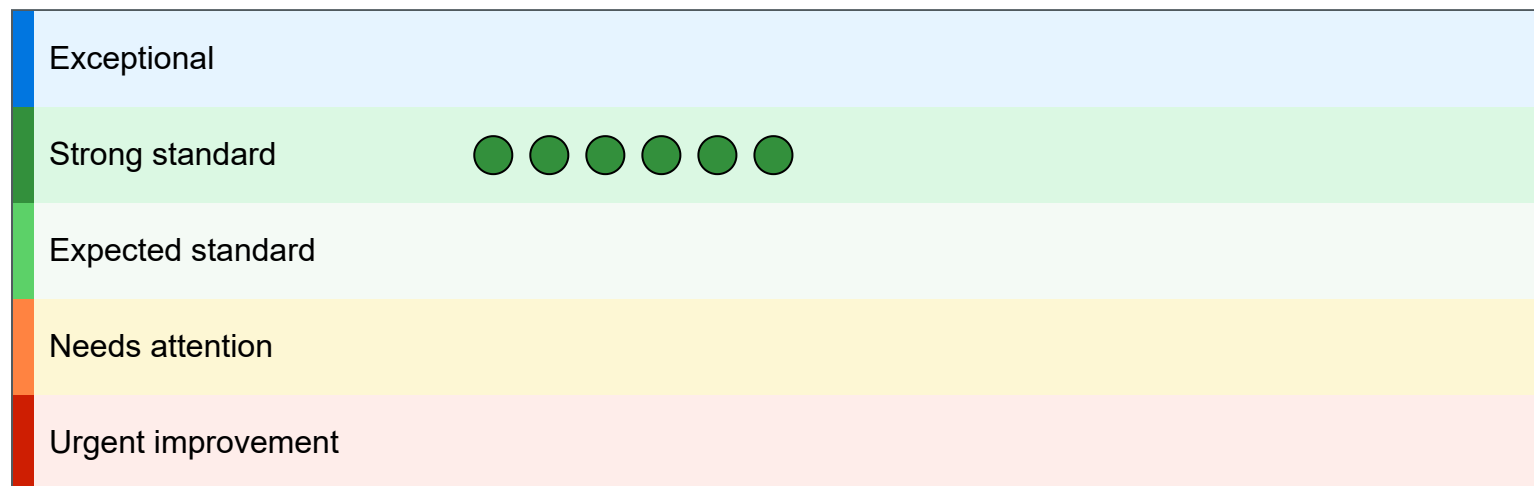
Type: Childcare on non-domestic premises

Registered with Ofsted: 17/10/2013

Registers: EYR, CCR, VCR

Registered person: Boughey, Kerry Louise

## Inspection report: 23 January 2026



### ✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, children are made safer and feel safe.

### How we evaluate safeguarding

When we inspect settings for safeguarding, they can have the following outcomes:

- Met: The setting has an open and positive culture of safeguarding.
- Not met: The setting has not created an open and positive culture of safeguarding. Not all legal requirements are met.

## Strong standard ●

### Achievement

Strong standard ●

Children make significant progress as a result of attending nursery. There is a strong focus on supporting their social and emotional wellbeing. Children quickly learn the skills they need to be independent and confident learners. The provision of a range of daily, meaningful planned activities encourages children to listen carefully and confidently discuss their thoughts, such as the 'what's in the box?' activity. This is popular and contributes to their speech and language development effectively. They are well prepared and ready for the next stage in learning, including the transition to another room in the setting or in preparation for school. Children relish and participate in high-quality interactions with staff. They show perseverance when participating in new challenges, which contributes to children's achievement of new skills and learning. Children with special educational needs and/or disabilities or those that face other barriers to learning and/or wellbeing make excellent progress from their starting points. They feel secure in the environment and the support they receive from knowledgeable and attentive staff. They fully participate in the nursery day. They have the confidence to play alongside others, dance and join in party games and show a deep sense of belonging, exploring all that is on offer.

### Behaviour, attitudes and establishing routines

Strong standard ●

Children run into nursery with excitement and enthusiasm to start their day. There is a happy and calm atmosphere throughout. Leaders have high expectations for all attending and model expectations consistently. Children's behaviour is exemplary, and they demonstrate a real desire to focus on their learning. They receive encouragement, frequent praise and reassurance from all staff, and this significantly boosts children's self-esteem and confidence. Staff anticipate and identify children who face barriers to their learning and wellbeing. For example, they provide visual prompts, resources and calming spaces, building on children's skills gradually to help them settle into the daily routines.

Children have formed warm, trusting and mutually respectful relationships with everyone at the setting. They confidently approach staff for reassurance when needed as strong bonds are formed with their key person. Children are extremely polite, kind and interested in everything that happens. They demonstrate a thirst for learning. They are kind to one another, as they understand the high expectations that are fully embedded in practice. Children show genuine pleasure and excitement for their friends as they celebrate their birthday. They join in party games and make birthday cakes in the role play ready for a party.

Leaders work effectively with families to ensure that they understand the importance of regular attendance. They support families and offer a flexible drop-off to ensure that children benefit from their time at the setting. Staff are aware of the policy and procedures in place and take swift and thoughtful action if needed.

## Children's welfare and wellbeing

Strong standard 

Leaders and staff have an excellent understanding and approach to teaching. They confidently recognise additional learning opportunities that occur during everyday routines, such as toilet training, handwashing and mealtimes. This approach is highly effective and supports children to acquire skills and key knowledge that they can draw on during future activities and social situations. Leaders have a positive culture of evaluation and self-reflection. They are skilful in identifying the strengths of the nursery and the impact this has for children attending. Leaders swiftly identify barriers to learning and are proactive in providing early intervention strategies to ensure that children with special educational needs and or/disabilities are superbly supported and reach their full potential.

Children proficiently help prepare snack. They use cutlery with skill and speak of the importance of staying safe when cutting with knives. Staff are extremely respectful during care routines. They ask children if they may change their nappy, and staff ensure children's privacy and dignity. Staff sensitively support children through the potty training process and offer lots of praise and reassurance.

Babies are cared for by nurturing staff who speak with genuine kindness and knowledge of the children and their individual routines. Babies and toddlers are happy and settled and have developed a real sense of emotional wellbeing. All children have formed close and trusting attachments with their key person. Staff are skilled at supporting younger children and help them to express themselves with confidence.

Leaders provide excellent high-quality, inspirational learning environments indoors and outdoors. Children relish their time in the garden. They understand the importance of fresh air and exercise to stay healthy. Children enthusiastically clean their teeth after lunch and confidently share their understanding of tooth decay. Ongoing interactions with children are excellent and contribute to their emotional wellbeing.

## Curriculum and teaching

Strong standard 

Leaders ensure a well-sequenced and ambitious curriculum that covers all areas of learning and is consistently delivered throughout the setting. Staff are highly skilled and knowledgeable of child development, and a culture of monitoring and reflective practice informs decisions made regarding ongoing learning. Robust assessments of children's abilities are completed and help inform what children need to learn next. The curriculum is adapted effectively to ensure that children with special educational needs and or/disabilities can fully participate. Focused, well-planned activities in small groups, or one-to-one support, also ensure that children achieve well.

Quality teaching and interactions are purposeful and aid children's rapid progress. Learning opportunities ignite children's curiosity and participation and elevate their imagination. Staff are highly skilled to respond to children's interests. For example, children show a sustained interest in pirates. Staff support this effectively as they look at books for reference, make maps and treasure boxes, dress up and learn new language, such as 'shipwreck' and 'bounty'. Children count golden coins and follow instructions on their map to find treasure.

Staff model language well. They are skilful as they engage children in meaningful conversations, which supports children to be confident communicators and ask lots of questions. Spontaneous singing throughout the setting is enjoyed and supports language development. Babies repeat simple words. They listen to rhymes and beats of instruments and show sustained concentration as they enjoy interactive stories that support their early language. Children relish their time outdoors. The inspiring garden is well planned and offers children space to develop their large physical skills as they run, ride bicycles and climb in the fresh air.

Mathematical learning is woven through all activities. Children show a fascination of time. Staff are responsive, and children look at numbers on clocks. Children understand that time corresponds with daily routines and discuss what needs to happen. Leaders prioritise children's physical, personal, social and emotional development. They nurture children's emotional independence and resilience through warm and positive interactions, routines and thoughtfully designed and inclusive environments.

## **Inclusion**

**Strong standard** ●

Inclusion is a strength of the cosy and welcoming setting. Leaders ensure that there is an inclusive culture that is understood by all. Relevant information regarding every child is discussed and is understood and given priority before they attend. This means staff make precise next steps for learning. They use detailed information gained from parents and robust initial assessments. Every child's needs are consistently identified, and, therefore, early intervention, if necessary, is sought swiftly. Staff receive ongoing training and support from leaders so that they can support children with special educational needs and/or disabilities effectively. Stringent and routine monitoring of each child's development enables leaders to evaluate children's progress effectively. Leaders are responsive to children's changing needs and ensure that strategies in place have a positive impact on outcomes for children.

Personalised routines and targeted interventions, resources and visual prompts support all children to access and succeed from their starting points. Leaders' use of early years pupil premium funding is purposeful and targeted. This enables disadvantaged children to access enrichment, improve their communication and build their confidence. Staff work closely and sensitively with families and any external professionals to ensure that consistent support is in place. Parents speak positively and with gratitude about the way staff support their children and the whole family. They say staff listen carefully and with respect to their concerns. They comment on how their children have flourished since attending the setting.

## **Leadership and governance**

**Strong standard** ●

Leaders respect the contribution that committed staff make and thoughtfully consider their wellbeing and workloads. Regular opportunities for professional development is purposeful, and staff are keen to continue to build on their own skills. Leaders have a robust understanding of the nursery's strengths and an understanding of how to provide quality teaching for those attending. Through stringent monitoring of practice, they are able to seek out relevant training to ensure that they have the knowledge and understanding to meet

children's specific needs. The small and stable staff team works well together. They implement the setting's policies effectively and ensure inclusive practice.

Positive partnership working with parents is a priority and well established. A consistent approach, along with working together with other professionals involved with the family, enables children to thrive. Highly effective communication with parents each day ensures a positive impact on children's wellbeing and sense of belonging.

Leaders ensure that any decisions made are in the best interests of all children. They are proactive in securing meaningful working relationships with external professionals so that they work collaboratively and provide children with consistent, high-quality support. Leaders ensure that funding, including early years pupil premium funding, is used effectively to enrich learning experiences and help to remove barriers and strengthen children's progress.

## **Compulsory Childcare Register requirements**

This setting has met the requirements of the compulsory part of the Childcare Register.

### **How we check if a provider meets the requirements of the Compulsory Childcare Register**

When we check if settings meet the Compulsory Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

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## **Voluntary Childcare Register requirements**

This setting has met the requirements of the voluntary part of Childcare Register.

### **How we check if a provider meets the requirements of the Voluntary Childcare Register**

When we check if settings meet the Voluntary Childcare Register requirements, they can have the following outcomes:

- Met
- Not met

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## What it's like to be a child at this setting

Children arrive with excitement and enthusiasm to start their day. They are warmly greeted by staff who are genuinely pleased to see them. Children confidently settle and engage in a wide range of stimulating activities. The nursery is designed to offer a cosy, home-from-home environment. There is a very positive, respectful and happy atmosphere in this inclusive setting. Children are very keen to learn and relish their time at nursery. Children make rapid progress and consistently achieve from their starting points. They benefit from a broad curriculum, and the importance of attendance for their learning and welfare is understood. Leaders understand time constraints for some families, and they offer support and have a flexible approach for attending. This ensures children's welfare and regular participation.

Children are familiar with the routines and expectations. They show perseverance and determination to solve problems for themselves, but are also reassured that attentive staff offer timely support. For example, children show sustained concentration as they use letters to form their name. They understand when it is not correct and independently rectify their mistake. Staff offer praise in abundance, which reinforces children's self-esteem and confidence.

Children form trusting and affectionate bonds with their key person. Staff make adjustments to support children's individual needs, and this helps to foster a secure sense of security. Caring and nurturing staff model behaviour well, and children's behaviour is exemplary. Children make friendships, play cooperatively and offer each other encouragement. For example, they become absorbed in their imagination as they role play pirates. Children work collaboratively to find hidden treasure. Children use language well to describe and explain to staff and their friends what they are doing. Staff promote children's communication and language skills and constantly build on what children already know in a clear and sequenced way.

Staff know the children in their care extremely well and meticulously monitor their progress. Children with special educational needs and/or disabilities and those who face other barriers to learning and/or wellbeing flourish at this setting. Leaders swiftly identify and address any gaps in children's development. Staff strengthen learning through revisiting activities and targeted interventions, enabling children to make rapid and sustained progress from their starting points.

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## Next steps

- Leaders and those responsible for governance should sustain their work to ensure continued improvement and high standards. They should focus on creating a transformational impact on the outcomes and experiences of disadvantaged children,

those with special educational needs and/or disabilities, those who are known or previously known to children's social care, and those who may face other barriers to their learning and/or wellbeing.

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## About this inspection

The inspector spoke with leaders, practitioners, the special educational needs coordinator, parents and children 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.

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### Inspector:

Lynn Hartigan

## About this setting

**Unique reference number (URN):** EY464898

### Address:

15 The Chase  
Holland-on-Sea  
Clacton-on-Sea  
Essex  
CO15 5PU

**Type:** Childcare on non-domestic premises

**Registration date:** 17/10/2013

**Registered person:** Boughey, Kerry Louise

**Register(s):** EYR, CCR, VCR

**Operating hours:** Monday, Tuesday, Wednesday, Thursday, Friday : 08:30 - 17:30

**Local authority:** Essex

## Facts and figures used on inspection

This data was available to the inspector at the time of the inspection.

 This data is from 23 January 2026

## Children numbers

Age range of children at the time of inspection

**0 to 6**

Total number of places

**35**

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## Our grades explained

**Exceptional** 

Practice is exceptional: of the highest standard nationally. Other settings can learn from it.

**Strong standard** 

The setting reaches a strong standard. Leaders are working above the standard expected of them.

**Expected standard** 

The setting is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

**Needs attention** 

The expected standards are not met but leaders are likely able to make the necessary improvements.

**Urgent improvement** 

The setting needs to make urgent improvements to provide the expected standard of education and/or care.

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