East Bergholt Young Explorers

Unique reference number (URN): EY494296

Address: Cherry Blossom Nursery, Hadleigh Road, Colchester, CO7 6QT

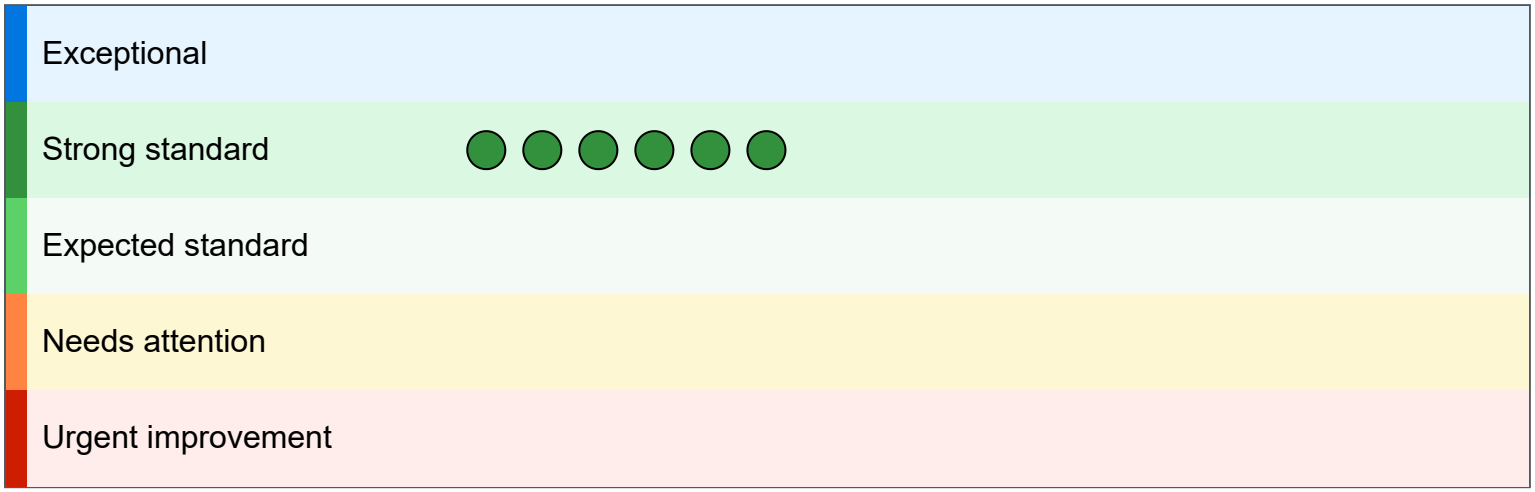
Type: Childcare on non-domestic premises

Registered with Ofsted: 13/10/2015

Registers: EYR, CCR, VCR

Registered person: Constable Country Childcare Committee

Inspection report: 24 February 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 rapid and sustained progress from their starting points as they engage in rich, meaningful learning experiences. For example, toddlers quickly learn how to press, tap and squeeze play dough to create dinosaur fossils. Staff engage them in purposeful discussions about their actions, introducing new mathematical concepts such as 'bigger' and 'smaller'. Children significantly develop their hand–eye coordination and fine motor skills while deepening their understanding of the world around them.

Children's communication and language skills flourish through the highly effective use of sign language and intense and meaningful interactions. Older children engage in purposeful conversations about dinosaurs and their distinctive features, while babies rapidly acquire new vocabulary.

Children who face barriers to learning also make swift and meaningful progress. They adapt and settle quickly, showing enthusiasm and eagerness to participate in a wide range of learning opportunities. All children achieve the skills and knowledge needed to transition confidently from one stage of education to the next.

Behaviour, attitudes and establishing routines

Strong standard

Leaders and staff have high expectations for all children, and children rise to these challenges confidently and with ease. Daily routines are deeply embedded, enabling children to develop a clear understanding of what happens next. For example, before mealtimes, children talk about and practise rolling up their sleeves independently to wash their hands. Older children transition smoothly between activities, such as moving from outdoor play to indoor learning, understanding the setting's boundaries. They tidy up responsibly before lining up skilfully at the door to go inside.

Staff communicate behaviour expectations clearly and at age-appropriate levels. They reinforce positive behaviour through explicit praise and effective role modelling, helping children learn to act responsibly. For instance, during group activities, staff encourage children to explore a toy before passing it on to a peer. They guide them to share resources, take turns and collaborate, which helps develop patience and strengthens their social interactions. Children show high levels of respect and consideration towards both peers and adults.

Leaders have effective systems in place to monitor children's attendance and maintain a thorough understanding of each child's family circumstances. This allows them to work closely with parents and carers to ensure children do not miss out on valuable learning opportunities.

Children's welfare and wellbeing

Strong standard

Staff and leaders are exemplary role models. They create a calm and warm environment where babies and children can sleep safely and peacefully. Staff and leaders ensure that mealtimes are closely supervised, and children's dietary needs are consistently well managed. By guiding children to make healthy choices, staff help develop their independence. For example, children choose between water and milk while discussing their favourite healthy snacks.

Staff actively promote a healthy lifestyle, and children embrace this with enthusiasm. Outdoors, children confidently and safely use the available equipment to develop their gross motor skills, balance and coordination. Staff gently support babies as they walk over a small bridge and use ride-on toys to strengthen their leg muscles. Children explore the outdoor area with increasing confidence, learning to navigate obstacles and developing a secure understanding of personal safety.

Children are well supported in understanding, expressing and managing their feelings and emotions by nurturing and supportive adults. Babies benefit from warm, nurturing interactions that help them form warm, trusting relationships, while older children seek guidance from adults to support their developing self-regulation skills. All children, including those with special educational needs and/or disabilities, express themselves confidently and develop a strong sense of emotional wellbeing and resilience.

Curriculum and teaching

Strong standard

Leaders are highly skilled and hold ambitious expectations for what all children can achieve, ensuring learning is closely aligned with their needs, abilities and interests. They have designed an inclusive, well-sequenced and ambitious curriculum that is embedded across all areas of learning. This curriculum is thoughtfully tailored so that children with special educational needs and/or disabilities (SEND), as well as those who face additional barriers, benefit from rich and meaningful learning experiences. Staff implement the curriculum effectively through their consistent approach to observing, monitoring and assessing what children know and can do. All children make significant progress from their starting points.

Staff foster a love of reading from the earliest stages. During story sessions, such as a favourite book about spring, skilled staff engage children in thoughtful conversations about the illustrations and characters. Children are encouraged to express their ideas, strengthening their communication and consolidating their use of sign language to support deeper thinking. Staff also prompt children to count flowers in the pictures and name their colours, further enhancing their early mathematical development.

Children's personal and emotional development is a clear priority for staff and leaders. They create a calm, nurturing atmosphere where older children learn to recognise and express their emotions, while babies form secure and trusting relationships. Staff gently support babies to strengthen their core muscles in preparation for standing and walking, and provide opportunities for creative exploration. With reassurance, babies investigate gloop with their hands to extend their sensory experiences and use dinosaurs dipped in paint to make

marks. They are captivated by the cause and effect of their actions, which supports their emerging cognitive development.

Inclusion

Strong standard

Leaders and staff are highly skilled and experienced, implementing robust strategies to identify children's emerging needs and respond swiftly. Robust partnerships with parents, carers and external professionals, such as speech and language therapists and occupational therapists, ensure that every child receives comprehensive support from the outset, helping to remove barriers to learning. For example, all children, including those with special educational needs and/or disabilities (SEND), are taught and encouraged to use sign language. This strengthens their communication and language development, as reflected in their detailed intervention plans. All children are well prepared for the next stage of their education.

Leaders demonstrate a deep understanding of how to make precise and meaningful adaptations to meet individual needs. They undertake relevant training to keep their knowledge current and implement the graduated approach effectively. For instance, staff receive specialist training on feeding techniques for children with complex medical needs. This ensures that children with SEND experience safe, nurturing and comfortable learning environments. Leaders make effective use of additional funding to ensure that children facing barriers to learning benefit from tailored, high-quality and enriching learning experiences. Furthermore, the consistent level of support and active involvement from leaders and staff enables all children to rapidly develop the skills they need to become confident, independent learners.

Leadership and governance

Strong standard

Leaders are ambitious and reflective. Their powerful commitment to giving children the very best start in their early education is wholeheartedly shared by all staff, who demonstrate dedication and pride in their work. Leaders have a clear understanding of the setting's strengths and successfully embed a culture of continuous improvement and innovation to enhance children's learning experiences.

Leaders cultivate robust, meaningful relationships with parents, carers and the wider community. For example, to better support children and families facing barriers or challenges, they plan to introduce targeted services and enhanced educational programmes designed to enrich children's learning experiences. Through their proactive engagement and deep commitment, leaders ensure that all children, including those who face barriers to learning, are warmly welcomed and able to thrive within this inclusive and inspirational setting.

Leaders place high value on staff's professional development and wellbeing. They empower staff through tailored training opportunities and regular supervision, which enhance professional skills and build confidence. Staff express high levels of job satisfaction and experience genuine career growth alongside increasing expertise in delivering high-quality care and education.

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

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

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

Children are at the heart of this unique setting. They arrive happy, eager and ready to begin a day filled with exciting and engaging activities. Nurturing staff welcome them with warm smiles and gentle reassurance, helping children settle quickly into the activities they enjoy most. Attendance is supported closely by leaders, who work in partnership with parents and carers to ensure children do not miss out on valuable and inclusive learning opportunities.

Staff and leaders thoughtfully plan a dynamic and stimulating environment that reflects children's needs, abilities and interests. They provide meaningful opportunities for children to make choices, fostering independence while offering gentle guidance throughout their learning experiences. Children feel genuinely involved, valued and appreciated during their time at the setting.

Staff and leaders provide a wide selection of inspirational activities. They carefully adapt and tailor their interactions to ensure that all children, including those with special educational needs and/or disabilities (SEND), are fully engaged. For example, staff sensitively encourage children to act as positive role models for peers with SEND, working together during creative mark-making activities. This promotes social development and strengthens positive peer relationships.

Staff consistently introduce new vocabulary and concepts to enhance children's communication and language skills, embedding this across daily routines and activities. Consequently, older children confidently discuss distinctive signs of spring, while babies quickly acquire new words, such as 'green' and 'leaf', demonstrating strong progress from their starting points.

Warm, nurturing relationships are evident between staff and children. Staff are caring, attentive and intuitive, responding promptly to individual needs. Children show high levels of enthusiasm and energy, developing a positive attitude towards learning and building emotional resilience.

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 learners, 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.

About this inspection

The inspector spoke with leaders, staff, 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.

Inspector:
Anca Sandu

About this setting

Unique reference number (URN): EY494296

Address:
Cherry Blossom Nursery
Hadleigh Road
Colchester
CO7 6QT

Type: Childcare on non-domestic premises

Registration date: 13/10/2015

Registered person: Constable Country Childcare Committee

Register(s): EYR, CCR, VCR

Operating hours: Monday,Tuesday,Wednesday,Thursday,Friday : 07:30 - 18:00

Local authority: Suffolk

Facts and figures used on inspection

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

This data is from 24 February 2026

Children numbers

Age range of children at the time of inspection

0 to 11

Total number of places

60

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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