

Buckden Day Nursery

Inspection report for early years provision

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Inspector Alison Reeves

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Type of setting Childcare on non-domestic premises

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Introduction

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Description of the setting

Buckden Day Nursery opened in 2001, changing ownership in 2006. It is privately owned and operates from a converted house in Buckden, Cambridgeshire. Children have access to an outdoor area. They are open each weekday from 7.30am to 6pm throughout the year.

The Day Nursey is registered on the Early Years Register. A maximum of 70 children may attend the setting at any one time, 24 of whom may be under 2 years of age. There are currently 135 children aged from seven months to four years on roll, attending various sessions. The setting supports children with special educational needs and/or disabilities and welcomes children with English as an additional language.

There are 29 members of staff working with the children including the manager. Most members of staff have relevant Early Years qualifications. The manager has a qualification at Level 3 and is working towards a foundation degree. Nine members of staff are current working towards initial or further qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children in the Early Years Foundation Stage thrive in this welcoming setting. They are well supported and benefit from a team of dedicated staff who have a very good understanding of each child's individual needs. Children are highly valued and play a vital role in shaping the provision of activities. This ensures they are making good progress towards the early learning goals. Policies and procedures are implemented effectively to promote children's welfare and safety. Relationships with parents are very well established and promote extremely effective partnership working and those with other providers are strong. Self-evaluation is embedded and demonstrates the commitment to further developing practice to promote improved outcomes for all children.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- consistently share children's next steps with parents
- consider revising some session organisation to make better use of available resources.

The effectiveness of leadership and management of the early years provision

Children are safeguarded and well protected in the setting because the staff are knowledgeable about local safeguarding policies and have effective procedures in

place to manage any concerns they may have about children in their care. Staff are appropriately vetted and are safe and suitable to work with young children.

Staff make effective use of up to date risk assessments to support them in ensuring the areas used by the children are safe. Clear notices re-inforce the message of closing gates and exit doors with parents and staff being vigilant. This means that children are able to move safely and freely around the building.

Staff are knowledgeable about the Early Years Foundation Stage and use this well to support children in their learning. They regularly attend training to gain further qualifications and to expand their knowledge of particular aspects of care and education practice. The environment is well organised and accessible to the children. Most resources are used effectively. For example, the free flow for the pre-school children and planned free play for the younger children and babies means that they are able to thrive and make good progress in their development. However, at times the organisation of activities is disrupted by staff moving on to other duties. This reduces the continuity and is potentially unsettling for some children.

The setting is very aware of its strengths and weaknesses. The whole team continually looks for ways to improve the provision for the children and to this end sets themselves ambitious and appropriate targets. Recommendations arising from inspection and issues resulting from various evaluation tools are promptly and effectively addressed. For example, developing increased opportunities for children to solve problems. By providing more resources to help children move objects from one area to another they are able to explore their thoughts and ideas and find solutions for themselves.

Relationships with parents and carers are strong. There is a very high level of engagement. Staff obtain useful information about each child, such as, care routines, favourite activities and interests. This means that parent's wishes and children's individual needs are effectively met. Parents reliably share important information about their child's starting points and staff continue to update them on children's progress. Regular newsletters and posters inform parents of special events and topics planned. This means that parents can become involved in their child's learning and each child is well supported in making good progress towards the early learning goals. Excellent parent participation in questionnaires and the clear feedback is highly beneficial in identifying strengths and weaknesses. Effective relationships with other provisions and professionals involved with the children are well established and contribute well to supporting children's welfare and learning.

Staff offer sensitive support to children who have special educational needs and or disabilities. They readily adapt activities to ensure that all children can access them. An effective equal opportunities policy is regularly reviewed and supports the staff well. This means that the individual needs of all children are met and all children are included fully in the life of the setting. Inclusion is given high priority in the setting. Staff create an attractive environment that celebrates the diversity of cultures, languages and age in the local community and wider world. This

creates an atmosphere that makes all feel welcome.

The quality and standards of the early years provision and outcomes for children

Children are confident and self assured. They understand how to stay safe as they move carefully and easily exploring the environment. They learn to use equipment safely. Children receive gentle prompts from staff to ensure they develop an understanding of their own safety and that of others. Strong relationships ensure children have the support of staff that they trust.

Children are learning about good hygiene practice as they follow regular routines where they become increasingly able to manage their own needs. The oldest children are expert at hand washing, demonstrating their knowledge of the importance of clean hands in preventing the spread of germs. Children enjoy a varied range of meals and snacks prepared from scratch. This enables them to try new foods and the weaning menu supports babies in eating an increasingly varied diet. Children learn about health and body awareness through interesting topic based activities, discussions on how the body works and by joining in enthusiastically with planned, energetic activity sessions. The garden is included in planning, so children experience the natural environment as part of their everyday learning. Consequently they are knowledgeable about the weather, different seasons and are budding gardeners with high hopes for a colourful floral display in the summer. This means that children are developing very healthy habits that contribute to their future well-being.

Children are confident communicators using their voices from an early age. Staff respond well to the vocalisations of the very youngest children and they use songs and rhymes to explore language. Older children participate well in group activities where they demonstrate speaking and listening skills in both English and Spanish. The support from staff means children understand conversation and enjoy experimenting with phrases they have heard. Children are captivated by the visiting story teller. She has children's total concentration as she reads. This promotes children's continuing interest in books. Children are surrounded by the printed word and this helps them to develop their own mark making and to understand that print has meaning. Children are increasingly able to solve problems. They are confident in using numbers as labels and readily sort objects according to colour or shape. Children from an early age develop their understanding of technology as they use push button toys, role play with telephones and keyboards and progress to independent use of the computer.

Children enjoy creative and messy play, relishing the experience of handling malleable materials, sand and water. The interesting range of activities reflected in the artwork displayed around the setting shows how children see the world and express their ideas. Frequent observation of children supports staff in identifying achievements and planning for each individual child. Most observations are well documented to show progression and these are regularly shared with parents.

Children behave well and are developing a clear understanding of the appropriate behaviour boundaries. This is because staff give clear explanations and support children in their interactions with others. Children are valued and respected. By listening to children and working closely with them, staff ensure children are at the heart of the setting. Children show respect for themselves and others. They are introduced to different cultures, languages and beliefs through the celebration of festivals, practical experiences and the use of a variety of resources that feature positive images of people and promote diversity.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	2

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