

# Babraham Nursery

Inspection report for early years provision

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**Unique reference number** 221547  
**Inspection date** 06/04/2011  
**Inspector** Alison Reeves

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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Babraham Nursery registered in 1990. It operates from two converted houses in Babraham near Cambridge, Cambridgeshire. Children have access to a large outdoor area. They are open each weekday from 7.45am to 5.45pm and 5.15pm on Friday throughout the year.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 90 children may attend the setting at any one time. There are currently 96 children aged from six months to four years on roll, attending various sessions. The setting supports children with special educational needs and/or disabilities and those children with English as an additional language.

There are 28 members of staff working with the children including the manager. Additional support staff work in the kitchen and office. Most members of staff have relevant Early Years qualifications. The manager has a qualification at level six; the deputy managers are working towards a qualification at level four.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children in the Early Years Foundation Stage are thriving at this exceptional setting. They are extremely well supported and benefit from a team of enthusiastic and highly dedicated staff who have an excellent understanding of each child's individual needs. Children are highly valued and are key in shaping the provision of activities. This ensures each one is making very good progress towards the early learning goals appropriate to their age, ability and starting points. Policies and procedures are implemented extremely well to promote children's welfare and safety. Relationships with other providers are very well established and those with parents are equally strong, promoting very effective partnership working. Self-evaluation is embedded and demonstrates abundantly, the commitment to further developing practice to promote increasingly improving outcomes for all children.

## What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- continue to develop systems to support the monitoring of observation, assessment and planning

## **The effectiveness of leadership and management of the early years provision**

Children are safeguarded and extremely well protected because staff have an excellent understanding of child protection issues. They are knowledgeable about local safeguarding policies and have effective procedures in place to manage any concerns they may have about children in their care. Robust recruitment procedures ensure the suitability of staff to work with young children. By consistently implementing procedures very effectively children's safety and well-being are secured.

A safe environment for young children is provided because staff make very effective use of up-to-date risk assessments and additional daily checks on all areas used by children and their families. For example, the regular monitoring of the temperature and ventilation levels in areas used by babies, means that they are able to sleep, play and explore in conditions that are comfortable and safe.

Staff have an outstanding level of knowledge in relation to the Early Years Foundation Stage and use it brilliantly to support babies and children in their learning. They have attended an extensive range of workshops and courses to ensure their knowledge remains up to date and that they have the skills and expertise to support children's learning. The environment is incredibly well organised and accessible to the children. For example, the free-flow outdoor play has children from different age groups engaging in a wide variety of stimulating and interesting activities indoors and outside. Both babies and children are able to select their own toys and resources. This means that all are flourishing and making very good progress in their learning and development.

Self-evaluation is embedded and the coordinated approach ensures that all aspects of the setting are covered. By using a number of strategies to identify strengths and areas for development, a clear action plan detailing priorities is produced for the whole team to use to secure improvements. The staff team, parents and children, continually look for ways to improve the provision for the children and to this end, set ambitious and appropriate targets. New initiatives are effectively implemented. The setting's shared ethos and reflective culture means that everyone is invested in improvement and making changes to achieve their goals.

Highly effective close working relationships between staff, parents and carers means children are very well supported and experience continuity of care. During visits as part of settling children, staff obtain useful information about each child, such as, special interests, key people in their lives, special words children use and their developmental starting points on entry. This means staff can plan meticulously to support individual children in settling at the setting and their specific needs are effectively met. When children move to a different group room, staff again seek information from parents to ensure the details are current. Staff regularly share important information about children's progress with parents through the reports on the six areas of learning and children's next steps. They value contributions from parents about children's achievements outside the setting

and their views on the report. Parents are invited to share their skills and knowledge and have supported staff with various topics, most recently on different countries around the world. They have shared customs, history and food. This means that parents are involved in their child's learning and each child is very well supported in making very good progress towards the early learning goals. Effective relationships with other settings and professionals involved with the children are well established. Again staff share children's achievements, they work together on shared programmes, for example, on speech and language and accompany children on school visits. This contributes positively in supporting children's welfare and learning and their transition to new settings.

Staff support for children is extremely sensitive and they are highly skilled in engaging with children who have additional needs. They use strategies including signing to support communication and 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.

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

Children show their strong sense of security as they interact with staff. Their consistently exemplary behaviour demonstrates their understanding of what is expected of them. They fully understand that their careful movements, kindness and sharing helps to keep themselves and others safe. For example, when going down the steps in the garden a child explains the importance of holding the handrail to prevent her from falling down the steps. Children are responsible and show maturity as they undertake tasks such as tidying away resources when they have finished with them in a competent and sensible fashion. Children are eager to help and communicate this well, as they show visitors around the group rooms and garden.

Children show a good awareness of a healthy lifestyle. Staff promote effective hygiene routines to minimise the spread of infection and cross contamination by involving children in all aspects of their personal care. Older children are confident in following the robust routines independently with some very thorough hand washing before meals. Children understand about the need for a healthy diet and make good choices about what they eat. The balanced menu helps them in this and children are keen to discuss their favourite foods. The garden has beds and a small poly tunnel where the children are growing their own vegetables. This enables them to see the connection with what they grow and what is on the plate. They are eagerly awaiting the peapods that they will shell and eat later this summer. Children are physically active and excellent use is made of the already exciting outdoor area with free-flow play for large parts of the day, throughout the year.

Children engage in a wide range of interesting and stimulating activities. These are

carefully planned with individual children in mind and many are as a result of suggestions and requests by the children. They are independent and this is encouraged and supported from a young age. Children confidently use their voices for communication in small and large groups. Babies' early communication is valued and their involvement in singing actions songs gives them lots of opportunities to vocalise meaningfully. Children enjoy books as a source of knowledge and pleasure, many select stories to share, or for independent reading. Mark-making is seen as very significant and staff show their appreciation of children's efforts through praise, listening as children explain their marks and by displaying children's work prominently. Children demonstrate their understanding and knowledge of letters and sounds as they play with the ducks, each has a letter underneath. The children easily identify the letters and some look for a specific one. The children are asked to think of other words that begin with the same sound. This is supported by suggesting to the children that they look around the room for items and they quickly reel off several words. The oldest children have a letter of the week. Many of them bring in objects from home for the special table. When asked if they remember this week's letter one child confidently draws the letter c in the air as she says it. Children show good levels of concentration and perseverance as they build structures, thinking about how to join elements and make it strong and steady. Children are confident with technology using computers with simple learning programmes, they are skilful in moving the mouse across the screen. They use music players and keyboards to accompany singing and to make their own music. Children experience the natural world as they use reclaimed and recycled materials. They love to look at the trees noticing the changes as they bud and come into leaf. Very young children point to the shadows on the ground made by the tall trees that surround the garden. Children are highly creative and imaginative. This is reflected in their role play and the wealth of displayed material that shows the broad range of materials children use, explore and experiment with.

Staff frequently observe children in their play and use the information to set next steps. This enables them to devise further challenging programmes of learning. Consequently children are making very good progress towards the early learning goals in all six areas of learning.

Children behave extremely well. They listen to staff and understand what is expected of them. Staff are consistent, use gentle reminders and effectively role model good behaviour and this helps children to behave well at all times. Children are self-assured and confident. They value diversity and difference and show respect for themselves and others. Children are polite and well-mannered using please and thank you with adults and with one another. They learn about other cultures and beliefs as they share the different family backgrounds within the local community and celebrate festivals; they use displayed materials and resources to gain knowledge about the wider world. Inclusion is given high priority and as a result children are fully involved in all aspects of the setting.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

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

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
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	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met