

Buckden Day Nursery

16 Mill Road, Buckden, ST. NEOTS, Cambridgeshire, PE19 5SS

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| Inspection date | 11/04/2013 |
| Previous inspection date | 19/01/2011 |

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| The quality and standards of the early years provision | This inspection: | 2 |
| | Previous inspection: | 2 |
| How well the early years provision meets the needs of the range of children who attend | | 2 |
| The contribution of the early years provision to the well-being of children | | 2 |
| The effectiveness of the leadership and management of the early years provision | | 2 |

The quality and standards of the early years provision

This provision is good

- Staff have high expectations of children and understand how they learn. They engage children in meaningful conversations and are skilled at questioning them during activities to extend their learning and enable them to think critically.
- Children with special educational needs and/or disabilities and their families are supported well by a dedicated staff team, and this results in a good quality provision for all children.
- Children are respected as individuals and treated with kindness. They are warmly welcomed and form close bonds with their key person and all staff.
- Staff give a high priority to enabling children to play and learn outdoors. This means they benefit from lots of fresh air.

It is not yet outstanding because

- Occasionally, staff do not always ensure that some older children's understanding of some behavioural boundaries develops as well as possible. Subsequently, some children, sometimes, ignore requests and explanations.
- There is scope to enhance reading materials and to maximise opportunities to nurture children's respect for, and rapidly developing love of, books.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector completed a joint observation with the manager.
- The inspector spoke to the manager at appropriate times throughout the inspection.
- The inspector took account of the views of parents and children spoken to on the day.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting, the provider's action plan and a range of other documentation.

Inspector

Sharon Alleary

Full Report

Information about the setting

Buckden Day Nursery was registered in 2001 and is on the Early Years Register. It is situated in a converted house in the Buckden area of Cambridgeshire, and is privately owned. The nursery serves the local area and is accessible to all children. It operates from a two-storey building and there is an enclosed area available for outdoor play.

The nursery employs 29 members of childcare staff, 22 of whom hold appropriate early years qualifications. One holds Qualified Teacher Status. The nursery opens Monday to Friday all year round. Sessions are from 7.30am until 6pm. Children attend for a variety of sessions. There are currently 116 children on roll in the early years age group. The nursery provides funded early education for two-, three- and four-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- develop further all children's understanding of behaviour by encouraging them to respond more readily to reasonable and consistent boundaries

- develop additional opportunities for children to respect and enjoy books by, for example, creating an attractive book area where children and adults can enjoy books together.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have a secure understanding of how young children learn. They are skilful in planning to meet each child's individual needs. Key staff undertake regular observations of the children to assess how they are developing. They evaluate these observations and identify realistic next steps in the children's learning. These next steps clearly inform the unique planning, which indicates which children the activities are geared towards. Children's starting points are discussed with parents, and staff consistently work alongside them throughout the entire time their children are attending the nursery, discussing interests and achievements from home. As a result, children benefit from a consistent approach to their learning, which in turn enhances the progress they make. Staff provide an efficient balance of adult-led and child-initiated activities across all age groups to

support children in their learning.

Staff support children's language and communication well throughout all age groups. Staff working with babies are very attentive and teach them how to communicate their needs. Toddlers and pre-school children learn to form sentences and staff support them, praising them and repeating back what they say. This teaches children the correct pronunciation. Babies squeal with delight as they recognise props to prompt popular songs and rhymes. Pre-school children listen carefully to interactive, engaging stories. Staff ask open-ended questions which help them to concentrate and actively participate within the story time. This supports listening and attention skills. Children have opportunities to use a range of materials to create masks, for example, glue, tissue paper and straws. This activity follows on from a theme promoted by an interest in a popular book. This encourages creativity and thinking skills as children are supported to choose their own resources. Manipulative skills develop well as children use small, safe toys and tools, such as scissors. Children anticipate special times in their life as they explain to the inspector they are going to holiday club, 'tomorrow to have my face painted like a sparkly butterfly'. Children visit the local library to collect books, however, areas where children can share a book are less attractive and do not foster a respect or love of books. Consequently, children do not readily look at books for pleasure.

High priority is placed on playing in the outside environment, where children practise larger movements, for example, as they balance on tree stumps, throw and roll balls to staff and create a water chute. Pre-school children become highly engrossed as they create mud soup, commenting that, 'it's slimy'. To develop an understanding of the natural world children have access to good resources. For example, they explore and investigate worms, looking through a magnifying glass. Children talk animatedly to their friends about the worm and how it got bigger. All children are excited, enthusiastic and very engaged in their play. A small group of children use their imagination and create roles for themselves, developing their language as they hide in a small niche under the climbing frame. Opportunities for children to develop their writing and early mark-making skills are provided as children like to draw treasure maps in the outside garden. Consequently, children are developing the skills needed for the next steps in their learning, such as transition to school.

Parents of children with special educational needs and/or disabilities speak extremely positively about the support and kindness they receive from staff in the nursery. Children who speak English as an additional language are supported by staff, who produce paperwork in the children's home language. For example, the time line is presented in dual languages. This results in every child achieving to their full potential, which prepares them well for their eventual move to school.

The contribution of the early years provision to the well-being of children

Children are supported well in the transition from home to the nursery setting in a manner sensitive to their different needs and those of parents. Children's personal, social and emotional development is given a high priority by staff. Consequently, the relationship between each child, their key person and other members of the staff team is very good.

Children are settled, happy and confident. For example, when children arrive at nursery they hold their arms out to staff for cuddles, waving goodbye to parents. Children have good opportunities to develop their independence skills as they are encouraged to fasten their own coats and pour their own milk at breakfast time. Their independence grows as they change into wellington boots when they play outside. Children use visual timetables, which help them to understand the routines of the day. They are involved in safe risk taking which helps them to learn about managing their own safety. For example, the staff talk to them about being careful when climbing the low-level tree in the garden.

Children have plenty of opportunities for fresh air through outdoor activities. For example, babies go for walks and outings around the local community. Older children use the enclosed garden for a wide range of activities, such as playing with balls, bubbles, bikes and ride-on toys. The staff take an active role in these games, introducing discussions about the effects on their bodies of exercise. Children ask the inspector, 'are you hot?' when she removes her cardigan. Children are provided with healthy choices for food and drink at snack times. Parents are asked to provide details about any allergies or health needs, and these are managed effectively by the staff. Children are independent in the toilet areas and they are learning about managing their own personal hygiene through discussion with and good role modelling by the staff. For example, during snack time the member of staff supervising wears an apron to prepare the food.

Good behaviour is promoted with praise, encouragement and the use of discussion about how children have to keep safe. For example, they are introduced to four nursery rules; these are consistent and picture-friendly throughout the nursery. However, at times, requests by practitioners go unnoticed by some older children, with particular regard to lining up time during outdoor play. This lessens their growing understanding of boundaries, although this does not impact on children's learning and development. Children learn respect for their surroundings as they are encouraged to tidy toys away. This is further enhanced by staff, who suggest children use their treasure maps they made earlier to locate stray toys. Children are cared for appropriately when they have accidents or are unwell, as most practitioners are qualified in paediatric first aid.

The nursery plays an active role in the local community. Transitions within the nursery are effective with clear, detailed summative reports being handed over between rooms. The positive links with local schools ensure good quality information is shared. This promotes consistency for children's welfare and development to support transitions and next steps in learning.

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

The delivery of the learning and development requirements, including planning and assessment, is monitored effectively by all members of the staff team, who work well together and agree best practice. The manager has a good overview of the curriculum and has started to observe staff and room planning to monitor the quality of teaching and the delivery of the areas of learning. Performance is well managed within the nursery, and staff training needs are identified through effective supervision and appraisals.

Arrangements to protect children from harm are good. Thorough policies and procedures are in place that have been regularly updated and shared with staff, resulting in staff knowing the procedures to follow regarding a child protection issue. Most staff have also undertaken further training on how to safeguard children. As a result, the safeguarding procedures at the nursery are effective in protecting all children who attend. Applicants for new positions at the nursery are assessed regarding their skills, qualifications and suitability for the specific role. References are sought and Disclosure and Barring Service checks are undertaken before the successful applicant goes through an induction process. This ensures that all staff working with the children are suitable to do so and competent to fulfil their roles.

The management team keep up to date with current practice through their close links with other linked early years providers. They are assisted in their evaluation and monitoring through the help of the early years local authority improvement adviser. Parents are involved in the nursery's self-evaluation through annual questionnaires. The action and recommendations raised at the last inspection have been met. This demonstrates the nursery's commitment to continuing improvement. For example, parents are now clearly involved with children's learning journeys. All required policies and procedures are in place to protect children's welfare, and copies of these are provided to all staff and parents to ensure that everyone is well informed. Staff endeavour to provide a safe and secure environment for children through regular risk assessments of the setting, outings, resources and activities. Effective procedures ensure that risks to children are identified and reduced. For example, the entrance door is closely monitored by a member of staff during arrival and departure times. As well as room attendance registers, parents are required to sign children in and out. Risk assessment documents are updated and reviewed as required.

Parents actively seek out the inspector to share their positive experiences of the nursery. All parents questioned during the inspection speak highly of the support, care and nurturing that the nursery provides. Parents learn about nursery activities through regular newsletters. Information on children's progress and achievements is shared with other providers through discussions and visits, and they work with a range of other professionals and outside agencies. Children with special educational needs and/or disabilities are supported well, as staff work closely with parents and other professionals, such as a health visitor. This ensures that children receive continuity of care and their learning is complemented, which means that their needs are fully met.

What inspection judgements mean

Registered early years provision

| Grade | Judgement | Description |
|---------|--------------|---|
| Grade 1 | Outstanding | Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning. |
| Grade 2 | Good | Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning. |
| Grade 3 | Satisfactory | Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good. |
| Grade 4 | Inadequate | Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection. |
| Met | | The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration. |
| Not met | | The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration. |

Inspection

This inspection was carried out by Ofsted 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.

Setting details

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| Unique reference number | EY335961 |
| Local authority | Cambridgeshire |
| Inspection number | 910007 |
| Type of provision | |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 70 |
| Number of children on roll | 116 |
| Name of provider | Davidson-Roberts Limited |
| Date of previous inspection | 19/01/2011 |
| Telephone number | 01480 810816 |

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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