

Babraham Nursery

17-18 The Close, Babraham, Cambridge, Cambridgeshire, CB22 3AQ



Inspection date

12 April 2016

Previous inspection date

6 April 2011

The quality and standards of the early years provision	This inspection:	Outstanding	1
	Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- The leadership and management of the nursery are superb. The managers' dedication and enthusiasm inspires the whole staff team to strive constantly to improve and build on the already outstanding practice.
- The partnerships with parents are excellent. Staff make every possible effort to engage each family in order to promote children's learning. Communication between home and the nursery is consistently effective and contributes significantly to children's sense of security and the rapid progress in their learning.
- The range of experiences for children inspires and excites them, making them eager to learn. Babies freely explore their environment, investigating the toys and activities that interest them. Children delight in playing exciting memory games and they concentrate really hard to see which item has been removed.
- The support for children who speak English as an additional language is excellent. Staff use highly effective strategies to help children develop their confidence in communicating and to rapidly learn English.
- Staff plan exceptional experiences for children based on their interests. They use what they know about the individual child to focus their teaching precisely at all times. The exceptional quality of the tracking of children's progress enables staff to very quickly identify where progress is less than expected and to put in place strategies to help children catch up.
- Staff promote children's personal, social and emotional development very effectively. Group mealtimes are used superbly to optimise children's opportunities to meet and mix with their siblings and children of different ages. They learn how to interact with others and are encouraged to try new foods and to take responsibility for small tasks as they develop their capabilities.

What the setting needs to do to improve further

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

- build on the effective and established partnerships with schools, in order to offer even more finely tuned preparation for school for all children.

Inspection activities

- The inspectors observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspectors completed joint observations with the nursery manager and one of the deputy managers.
- The inspectors held a meeting with the nursery manager. They looked at relevant documentation, including the policies, safeguarding information, the nursery's self-evaluation and evidence of the suitability and qualifications of staff working in the nursery.
- The inspectors spoke to a number of parents during the inspection, looked at emails and letters sent in by parents and took account of their views.

Inspector

Alison Reeves and Jill Hardaker

Inspection findings

Effectiveness of the leadership and management is outstanding

Highly effective and robustly implemented management systems continue to ensure the exceptional quality of the nursery. The programme of training for all staff has a very positive impact on the quality of teaching. Staff are extremely well supported through frequent supervision and high-quality coaching. The arrangements for safeguarding are effective. The very comprehensive policies are understood and used to underpin practice. The very well-qualified team offers an exceptionally well-organised environment that is tailored to enhance children's daily experiences. Systems for monitoring children's progress are highly effective. Staff successfully evaluate the provision for children using the widest range of views possible. Staff frequently reflect on their learning and teaching. They are instrumental in delivering the improvement strategies that they have identified.

Quality of teaching, learning and assessment is outstanding

Staff have high expectations of what children can achieve. The children consistently demonstrate their eagerness and enthusiasm for learning. Children have exceptional opportunities to choose where and how they learn. Staff offer plenty of experiences that enable children to use their senses. Children are thoroughly delighted by the Forest School inspired woodland area where they investigate the herbs, picking them to add to their creative potions. Children are rapidly developing their speaking and listening skills. Staff are attentive listeners who never miss an opportunity to help children think more deeply or to encourage them to explore and find their own solutions to any problems they encounter. Children across the nursery are highly imaginative and staff make excellent use of the opportunities to exploit the learning potential in pretend play.

Personal development, behaviour and welfare are outstanding

Children's behaviour is exemplary. They learn how to express their feelings and emotions in a safe environment with people who care deeply for them. Children demonstrate an uncompromising passion for the fair treatment of others as they share and take turns. The significant time spent learning outdoors provides all children with plenty of fresh air and active play. Children eat well, enjoying a varied and interesting range of foods. Babies follow their home routines for eating and sleeping. Staff work alongside parents on all aspects of children's changing care routines. Children quickly learn how to keep themselves safe as they explore their environment and participate in very well-supervised risky play. Children love to show their balancing skills as they step up the logs and then jump down onto the crash mat. Children are learning about the natural world as they plant seeds and plan for the growing of fruit and vegetables with the staff.

Outcomes for children are outstanding

Children make rapid progress from their starting points. They continually build on what they know and can do. Staff help children to gain confidence in developing their early marks into recognisable letters. Children make the connection between what they see in print and the letter sounds they know. They demonstrate, from an early age, an aptitude for numbers and mathematical language. Children are very well prepared for school and staff acknowledge that they could enhance this to an even higher level.

Setting details

Unique reference number	221547
Local authority	Cambridgeshire
Inspection number	854581
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 11
Total number of places	90
Number of children on roll	108
Name of provider	The Babraham Institute
Date of previous inspection	6 April 2011
Telephone number	01223 496200

Babraham Nursery was registered in 1990. The nursery employs 34 members of childcare staff. Of these, 31 hold appropriate early years qualifications at level 3 and above, including two with Early Years Professional status. The nursery opens from Monday to Friday, 51 weeks of the year. Sessions are from 8.45am until 5.45pm, and until 5.15pm on Friday. The breakfast sessions are from 7.45am. The nursery provides funded early education for three- and four-year-old children. The nursery supports disabled children and children who speak English as an additional language.

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