

# Cambridge Day Nursery

Inspection report for early years provision

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<b>Type of setting</b>	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**

Cambridge Day Nursery is run by Cambridge Associates in Management Ltd. It opened in 2005 and operates from premises close to Cambridge city centre. The setting operates over two floors with a staircase to the first floor rooms. All children have access to an enclosed outdoor play area.

A maximum of 46 children may attend the nursery at any one time. There are currently 63 children on roll who are within the Early Years Foundation Stage (EYFS) of whom 20 receive funding for early education. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. Children mainly come from the local area. The nursery supports a significant number of children who have English as an additional language. The nursery is open each weekday from 8.00am to 6.00pm for 51 weeks of the year.

The nursery employs 17 members of staff. Of these, 15 hold appropriate early years qualifications and two are currently in training. The nursery belongs to the National Day Nursery Association and Pre-school Learning Alliance.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children benefit from a broad range of play opportunities that ensure they make good progress in all the areas of learning. Inclusive practice is mostly promoted well and staff are developing the use of observation and assessments in order to ensure each child can develop to their full potential. Effective communication with parents means children have their individual needs met and feel secure. The current strong management team have a clear vision for future developments and demonstrate a clear commitment to maintaining continuous improvement. Actions and recommendations from the previous inspection have been successfully addressed.

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

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

- develop further the observations and assessments to ensure they are specific enough to clearly identify what children can do and what they need to do next
- consider ways to increase children's opportunities to explore other cultures and lifestyles and encourage them to develop and use their own language in their play and learning
- develop further self-evaluation taking into account the views of children, parents and staff in order to ensure continuous improvement
- consider further ways to value children's own ideas and contributions; this refers specifically to displays of art work and children's attempts at mark-

making.

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

Robust safeguarding procedures help to keep children safe from harm. New staff have an effective induction that ensures they understand their roles and responsibilities. Appropriate checks are taken up on any adults who have contact with the children including visiting teachers. Most staff receive training in child protection and regularly review the safeguarding policies and procedures in team meetings. Risk assessments are in place and staff are effectively deployed to ensure children are supervised at all times. The nursery is bright and welcoming, with display boards giving clear information to parents as well as cheerful photographs and posters. Although children's work is displayed prominently in all the group rooms, much of it is adult initiated, which limits children's opportunities to value their own interests, ideas and imagination. In addition adults tend to caption and mark the work, therefore missing an excellent opportunity for children to learn about practical mark-making.

Children attending the nursery come from diverse ethnic and cultural backgrounds. Staff demonstrate a clear understanding of children's lifestyles and have positive strategies in place that help children learn about each others differences and similarities, for example, discussing what it's like to live on a narrowboat and how this differs from living in a house or flat. Children who have English as an additional language are mostly supported well. Information, including key words, is collected from parents and signage throughout the nursery is in a variety of relevant languages. The diverse staff group speak several languages and therefore can support most parents and children, for example, development records can be in the families' home language to enable parents to share in their children's learning. Although staff demonstrate a good understanding of children's origins and backgrounds, opportunities for children to use and hear their home language within the nursery are not yet fully developed, for example, through songs and stories.

The partnerships with parents is a strength of the setting and contributes to children's sense of security. A recently formed parent committee as well as a forum on the website means parents can take an active part in decision making and keep themselves informed about nursery business and routines. Parents feel comfortable in the nursery and show they have sound, friendly relationships with staff. Regular newsletters and times to meet with staff means they have good opportunities to find out about their children's learning experiences as well as their health and welfare. In general, children do not attend other registered settings, but transition into local schools is managed well by good communication with reception teachers. Although there are currently no children on roll with special educational needs and/or disabilities previous effective liaison with other agencies shows the setting would ensure children's additional needs are met.

The nursery has experienced challenging times, including a high turnover of staff, but has now settled into a period of stability. The senior staff team, aided by

strong support from their local authority advisors, have, through their enthusiasm and motivation, dealt with the many issues highlighted at the last inspection. In particular an effective monitoring system has enabled the new management team to implement and sustain core changes in the day-to-day operation that has had a significant and positive effect on the outcomes for children. Although the setting has yet to develop a written self-evaluation, staff and managers are confident in their ability to assess and make necessary changes that enhance children's experiences, such as the implementation of free-flow play and development of a programme for on-going staff training.

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

Staff have a secure understanding of how children learn, which ensures all children have a broad range of age appropriate activities that cover all the areas of learning. Recent implementation of an effective key person system means staff build secure relationships with children and know them well. This ensures staff have a good understanding of children's starting points, abilities and interests. Generally observations are used well in order to assess what children can do and plan for their next steps, however, the quality and quantity of the information collected is sometimes inconsistent, which potentially means children are not always enabled to make full use of learning opportunities. Babies and toddlers are secure and confident in the care of competent staff. They benefit from following their own home routines and thrive in a safe and nurturing environment. Staff play with them at their level, encouraging conversations by responding to their babble and handling them with care and affection. Babies and toddlers have their own safe outdoor play area, where they enjoy fresh air on a daily basis, but they also pay visits to the older children so they can extend their relationships.

The free-flow play environment means children make good choices about their own learning, they thoroughly enjoy their day in the setting and confidently help themselves to well-deployed, accessible resources. Children play imaginatively and make good use of available materials, such as making beds for zoo animals with hay intended for the nursery guinea pigs. They are developing their understanding of feelings, recognising if a friend is upset, and discussing why one guinea pig is unafraid, whilst the other is shy. Children access books readily, sitting quietly by themselves to look through the pages, or joining with others in spontaneous reading groups. In addition well resourced writing areas enable children to understand that writing has meaning and become competent mark makers. Children of all ages have good opportunities to use all their senses. Babies use their hands and feet to explore the texture and consistency of sand, water and paint, whilst older children paint at easels, glue with brushes or spatulas and use dough, pasta or rice. Songs, such as Three little monkeys, encourage children to use numbers confidently in their play. Children learn about other cultures and lifestyles in meaningful ways by celebrating personal festivals, such as Chinese New Year or Hanukkah, although opportunities are sometimes missed to extend children's understanding, for example, children have pancakes on Shrove Tuesday, but older children do not explore why this is relevant to some religions. Resources reflect our diverse world, such as play food, dressing up clothes and small world

toys.

Good emphasis is placed on ensuring all children benefit from fresh air and exercise each day. Recent implementation of indoor-outdoor free-flow play means children have ample opportunities to play outdoors even in inclement weather. Covered areas and all-weather surfaces make the outdoor environment safe and inviting. Children enjoy digging in compost or making pancakes from gloop as well as pedalling trikes and using paints and chalks. Staff promote other learning opportunities well, such as helping children find out if there are enough trikes for each child that wants one. Children learn how to stay safe as they play, for example, they are reminded not to run indoors as they could slip on spilled sand. Good hygiene habits are instilled at the start as even the youngest children wash their hands at the sink before and after meals. A talented in-house cook ensures food is fresh, healthy and nutritious. Children eat in small family groups and clearly enjoy their meals and snacks. In addition fresh fruit or snacks, such as breadsticks, are freely available for older children, which promotes their ability to make healthy choices.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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	2

### 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>	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	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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