

# Buntings Nursery

Inspection report for early years provision

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**Unique reference number** EY362227  
**Inspection date** 28/02/2011  
**Inspector** Lynn Clements

**Setting address** Buntings Nursery, St. Francis House, London Road,  
BUNTINGFORD, Hertfordshire, SG9 9JL

**Telephone number** 01763 272 868

**Email**

**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

Buntings Day Nursery opened in 2005 and re-registered in 2007 to accommodate a change in ownership. They are registered to care for a maximum of 20 children at any one time. They currently have 25 children on roll, four are in receipt of early education funding. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The nursery operates from a single story purpose built building, situated in Buntingford, Hertfordshire. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. All children share access to a secure enclosed outdoor play area. Children attend from the local area and surrounding villages.

The nursery employs 10 members of staff. Seven members of staff including the two managers hold appropriate early years qualifications. Three members of staff are working towards a recognised qualification. Two members of staff are qualified to degree level teacher status and Early Years Professional Status respectively.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The staff and management team have a good knowledge of each child's needs which enables them to successfully promote their welfare and learning. Children are safe and secure and enjoy learning about the local area where they live and the wider world around them. Partnerships at all levels are exemplary and significant in making sure that the needs of all children are met, along with any additional support needs. This means that children progress well, given their age, ability and starting points. Regular self-evaluation by all staff ensures that priorities for future development are identified and acted on, resulting in a provision that responds well to all individual needs.

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

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

- ensure that children's next steps for learning are consistently linked to the Practice Guidance for the Early Years Foundation Stage
- improve hygiene routines for the children to ensure that they are fully protected from cross contamination at all times
- re-appraise risk assessments to ensure the all potential hazards are minimised, this refers in particular to detailing how the building is kept secure.

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

There are clear procedures in place with regard to safeguarding children and staff also know how to make a referral if they have a child protection concern. Robust procedures are in place for the safe recruitment of staff. Criminal record bureau checks are undertaken and updated as required. Daily registers of staff, children and visitors are maintained and include hours of attendance. This enables managers to safely account for all persons on the premises at any time. Daily checks of all child accessible areas are carried out and recorded. In addition risk assessments are compiled which include inside, outside and outings undertaken by the nursery. However, some areas are not clearly detailed, for example how security of the nursery continues to be maintained. All records, policies and procedures required by legislation are in place and updated regularly. These are shared with parents and carers and implemented in practice in order to support the smooth running of the setting and provide positive outcomes for the children. The organisation of the setting is good and enables the children to move around freely and this has been improved since the last inspection as an additional room has been made available for the children to use. There are plenty of child-height tables, chairs and storage boxes enabling the children to play and learn in safety and comfort. Good use is made of safety equipment, such as safety gates to prevent children leaving child safe areas inside the nursery.

There is no bias in staff practice in relation to gender, race or disability and they provide diverse learning opportunities for the children. This enables each child to learn about and understand the society they live in. Good systems are in place to support those with additional needs or who speak English as an additional language. Partnership working is exemplary and significant in supporting the children in the nursery to ensure that they make smooth transitions to other settings. Staff are highly committed to working in partnership with others and they take a lead role in establishing effective working relationships. This includes making their premises available as a training venue. These well established channels of communications between all partners involved with individual children, successfully promotes their learning, development and welfare. Highly positive relationships are in place with parents and carers. They are involved in decision-making matters through open discussions and the use of questionnaires. For example, parents, carers and the nursery talk together about care opportunities for their children once they move into main stream schooling. This has resulted in the managers and staff of the nursery setting up a breakfast and after-school club at the local primary school, which now provides peace of mind for working parents and carers and further supports continuity of transitions for the children.

Parents report that their children are happy and excited to attend the nursery and also that they would not hesitate to recommend the setting to others. They feel that the staff care for each individual child and as parents and carers they also feel fully included in nursery life. Self-evaluation involves the managers, staff and families and provides an accurate diagnosis of the strengths and areas for development. Actions taken by the nursery are well-chosen and carefully planned, so that impact is evident across areas where it is needed. Staff in the nursery are

confident about what they need to do to improve further and have been successful in making and sustaining improvements. Management systems run smoothly. Recommendations raised at the last inspection have been fully addressed.

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

Children are fully supported to make good progress towards the early learning goals. They also make good overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for future learning. A key person system is in place to make sure that each child has the individual support they need. Daily diaries provide parents, carers and staff with clear information about each child, and 'all about me' records ensure that staff understand children's interests, likes and dislikes. Learning journeys are also compiled and provide good information about the progress each child is making. However, there is currently a minor weakness with regard to some staff that are not consistent in using the Practice Guidance for the Early Years Foundation Stage when they identify children's next steps for learning. Observations of children's progress are directly used by staff to inform future planning, helping them to build on what the children know and can do.

Children have good relationships with staff. They play well individually, and in harmony with others. Children are motivated and interested in a broad range of activities and enjoy making self-selections and choosing what they want to do. They demonstrate a willingness to keep themselves and others safe through their good behaviour. Children are keen helpers, tidying up to keep their playspace safe or helping each other at snack time. They show a good understanding of diversity engaging in activities and investigating topics to help support this. Behaviour is very good and children show care and consideration for each other as they share resources and take turns during activities. Children enjoy their time in the nursery and become active creative learners who think critically whilst participating in all activities. For example they use some number language, such as 'more' and a 'lot', or 'big' and 'bigger' as they use creative media to make their own pictures and paintings. They enjoy being imaginative and proudly show their finished creations to members of staff. These creations are displayed around the nursery helping to raise the children's self-esteem and give them a real sense of achievement.

Children investigate simple addition as they use their fingers to count out the number of days in the week adding one more each time until they reach number seven. All children are confident communicators and babies too are supported to communicate their needs through sign language. Children use battery operated toys helping them to develop their understanding about simple technology and sounds, for example as they press the buttons on musical activity centres and investigate that by pressing different buttons they can make different sounds. Babies are beginning to develop an understanding and awareness of themselves as they study their own hands and feet and as they begin to crawl around the room they explore the environment with interest, this is enabled by staff who provide good space for them to move, roll, stretch and explore freely. Older children enjoy

moving their bodies in different ways, for example as they use the outside play area balancing on climbing frames or using wheeled toys with competence. They negotiate safe pathways avoiding each other and obstacles. All children make good progress across all areas of learning.

Children learn about healthy eating through meal time discussions and opportunities to grow their own fruit and vegetables. In addition they enjoy caring for the nursery's chickens and collect the eggs for cooking their favourite meals. Drinking water is available at all times and this ensures that no child is ever left thirsty. Good visual aids are used in the toilet area, helping to remind children about the importance of washing their hands properly. There are good hygiene routines in place although, there is a minor weakness with the implementation of the practice used at snack time to ensure that the spread of infection is limited at all times. Children engage in a wide range of physical activities, both indoors and out, increasing their understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. Babies and very young children appear content and settled because their health, physical and dietary requirements are met. Children are secure and develop a sense of belonging to the nursery. They know what is expected of them and can demonstrate a clear understanding of how to stay safe independently of adult prompts. Good quality interaction and well organised routines help babies and very young children to become secure and confident in the nursery.

## 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>The effectiveness of leadership and management of the Early Years Foundation Stage</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	1
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

<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

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