

Gamlingay Day Nursery & Kids' Hub

Gamlingay Community Eco Hub, Stocks Lane, Gamlingay, SG19 3JR

Inspection date	18/09/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 Not Applicable
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

- Teaching practice is good with members of staff secure in their knowledge about how children learn through play and free-flow investigation.
- A well-established key person system helps children form warm and secure attachments, promoting their well-being and independence.
- Partnerships with other settings are strong and clearly support smooth transitions and continuity of care for the children.
- Attention to safeguarding children is paramount. The nursery have effective strategies in place to make sure that children are protected from harm.

It is not yet outstanding because

- opportunities for children to access natural resources have not yet been fully introduced.
- systems for engaging all parents in their children's learning are not consistently effective.

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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the main play areas indoors and in the outside learning environment and held discussions with members of staff.
- The inspector held meetings with the provider and manager.
 - The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, discussed the provider's self-evaluation and viewed a range of other documentation.
- The inspector also took account of the views of parents and carers spoken to on the day and information shared by the children.

Inspector

Lynn Clements

Full Report

Information about the setting

Gamlingay Day Nursery and Kid's Hub opened in 2012. The setting operates from The Eco Hub in Gamlingay, Cambridgeshire. It is situated close to the local school. There is a fully enclosed outdoor play area. The setting is open each week day from 7am until 6pm all year around. The nursery is registered on the Early Years Register and on the compulsory

and voluntary parts of the Childcare Register.

There are currently 73 children on roll from birth to four years in the day nursery and from five to 13 years in the before and after school Eco Hub. The setting is able to support children with special education needs and/or disabilities and those who speak English as an additional language. There are currently five members of staff all of whom hold appropriate early years qualifications.

What the setting needs to do to improve further

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

- review and further develop strategies to support and engage all parents in the key person system, including those who may be more reluctant to contribute. Enable them to share more fully in initial assessments of their child's starting points on entry and encourage them to continue to be fully involved when sharing information about their child's ongoing progress
- develop further use of the outdoor areas to give children additional opportunities for investigations of the natural world, for example, provide natural objects and encourage young children to explore trees and surfaces such as grass, concrete or pebbles.

Inspection judgements

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

Staff have a clear understanding of how young children learn through free-flow play and investigation. Teaching methods are effective and support the children in making good progress in their learning and development. This positive environment promotes children's enthusiasm and interest in learning.

Children are settled and confident in the nursery. They move around making their own selections about what they want to play with or explore. They enjoy opportunities for social interaction, for example, during singing when they have fun matching actions to words and jiggling along to 'Twinkle twinkle'. Very young children demonstrate their understanding of single words in context, for example, when a member of staff is helping them to locate their cup, repeating 'cup' helps the child to link the word to the meaning. This repetitive behaviour also enables them to develop self-help skills. For instance, they can then access their own cup, in the future, when they are thirsty. Older children join in conversations with their peers and members of staff. They demonstrate their range of knowledge as they talk avidly about trips to the beach and how sharks swim in the sea or visiting a zoo where bats flew into mummy's hair. Children are competent communicators, holding conversations and jumping from topic to topic. They eagerly chat about events in

their home lives, such as birthday celebrations, and as they do they use simple number language to explain to staff that they were two but since their birthday they are now three years old. Staff also enhance learning opportunities by giving children time to think, using facial gestures and using intonation when speaking or sharing stories.

Key persons monitor specific children's progress across all areas of learning. They make regular observations of the children as they play and develop, using the Development Matters Guidance. They plot progress and assess how to support future learning in order to help the children develop a wide range of skills for future learning. All children benefit from opportunities to play outside on a daily basis. The presentation of the outside learning environments are good and access to a range of resources further supports children's development on a larger scale than is possible indoors. However, opportunities for them to investigate a wider range of natural objects outdoors or inside are not as broad as those currently available for more traditional wooden and plastic toys. Consequently children have less opportunity to explore natural objects and develop their understanding about these. However, time is planned enabling the children to access the local park where they do have opportunities to enjoy the trees and develop their concepts of change through the seasons.

Children with additional needs and those who have English as an additional language have effective support. Time is taken to establish the individual needs of all children attending. Where appropriate resources or funding is sought along with support from other professionals. For example, where children speak English as an additional language or speak another language in addition to English. On these occasions staff take the time to find out key words, access dual language books and materials in order to reflect the differing cultures of the children and their families within the nursery.

Staff are consistent in providing parents and carers with important information, such as how they have met their child's care needs each day and what activities their children have enjoyed. This information is valuable to parents and carers as it enables them to share in their child's day. Staff work very well with all the children. They clearly work as a team and demonstrate that they have taken time to share relevant information which ensures they know each child well. Overall organisation of staff deployment and the learning environments helps to ensure that activities and resources are utilised for every child. Staff provide a balanced range of adult led and child-initiated learning opportunities. This helps to challenge all children effectively and encourages their self-help skills. Staff respect children's efforts and ideas, which in turn helps them to feel safe to take a risk with a new idea.

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

The nursery is safe and secure. Staff are warm and approachable. They provide a positive atmosphere where the children are clearly at home. Children are able to form positive relationships with members of staff and their key person. From this secure starting point the children develop key skills and confidently extend their communication and investigation abilities. These foundations provide children with secure footings for future learning.

Children's behaviour is good. They are fully supported by members of staff who implement positive behaviour management techniques, such as re-direction, along with plenty of praise and encouragement. This approach raises their self-esteem. Children show care and consideration for each other. For example, they share and take turns whilst playing with toys. Staff know the children well as time is taken at the time of placement to talk with parents and obtain relevant information such as medical requirements, children's likes or dislikes and care routines. This attention to detail helps with inclusion of all children in the nursery.

Children enjoy opportunities to develop their understanding about healthy eating. They take part in cooking activities and discussions at snack and meal times. Older children demonstrate that they know how to care for their personal hygiene needs. For instance, they learn to wash their hands at pertinent times. Very young children receive high quality care and attention with regard to hygienic nappy changing and feeding routines. These positive approaches help all the children attending the nursery to thrive.

Older children play cooperatively whilst younger ones play alongside each other in harmony. Children have fun as they use their senses to explore media such as gloop, paint and play dough. These hands on experiences enable them to explore using sight, touch and smell. They use their imagination as they join in role play games and build on existing coordination skills whilst accessing wheeled toys. Programmable toys are also available along with a computer suit for the after-school children. Staff incorporate technology resources that children recognise in their play, such as telephones. These opportunities help them to make sense of everyday objects in their home and nursery.

The organisation of the indoor learning environment encourages children to play an active part in their learning and development. For example child-height furniture and storage enables children, within a safe and comfortable environment to make their own decisions about their play and investigations. Children are fully supported by staff to learn about keeping themselves safe. They join in activities which illustrate to them how to take appropriate risks. For example when taking walks in the local area they practise staying safe, not talking to strangers and crossing roads with care. Children join in emergency evacuation drills, helping them to respond appropriately in the event of an emergency. Younger children and babies learn how to manage space, negotiating safe pathways and avoiding obstacles as they crawl or totter around.

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

Safeguarding procedures are clear and all staff understand how to implement these in order to protect children from harm. All staff undertake training and are confident about identifying signs and symptoms of abuse or neglect. Positive working relationships with other professionals provide a multi-agency approach as required, in order to support the children and their families.

The provider and manager have clear development plans for the nursery. They consult staff, children and parents in order to develop the provision and meet user needs effectively. Self-evaluation is ongoing and attention is paid to clearly identifying strengths and identifying actions for the future. For example, through discussions and observations it was noted that there was a gap in opportunities for the children to learn about other cultures and customs through first hand experiences. As a result, clothing from other countries was sourced and purchased consequently providing the children with high quality artefacts which they can touch, feel and try on as they explore the lifestyles of children from other countries and continents.

There are robust systems for recruitment, induction and on-going appraisal. Attention to continuing staff professional development means that they are able to implement new ideas and changes in legislation with confidence and ease. This directly benefits the children who are taught and supported by staff who understand how to implement the Early Years Foundation Stage successfully.

Assessment for learning is undertaken by key person staff. They regularly observe children and check progress using the Development Matters bands in the new Early Years Foundation Stage Framework. Staff make sure that children are working to expected bands and provide extension activities for those exceeding these and support for those where gaps have been identified. Parents are initially involved in sharing information about their child's care needs and starting points as they complete an 'all about me' form which is given to the key person to keep in their child's learning record. However, ongoing opportunities enabling parents and carers to become more hands-on with their child's learning and progress are not always robustly encouraged. As a result, some parents and carers have fewer opportunities to contribute meaningfully to their child's learning in the nursery. This means they have fewer chances to consistently share information about their child's achievements at home. Therefore there are occasions where this information is not included in future target setting. Parents and carers report positively about the setting and how confident they feel when dropping their child off. They find staff kind, friendly and approachable. They appreciate the advice and care on offer and would recommend without hesitation to other families.

Staff provide an atmosphere which is warm and welcoming, safe and appealing. Children delight in their learning and develop self-assurance. All children have fun as they absorb different ideas through play and free-flow exploration. Children are making good progress and gaining important skills to support their future learning.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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. 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

Unique reference number	EY444564
Local authority	Cambridgeshire
Inspection number	784406

Type of provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 13
Total number of places	45
Number of children on roll	73
Name of provider	Davidson-Roberts Limited
Date of previous inspection	Not applicable
Telephone number	01480811180

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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 that are usually their 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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