

Girton Nursery

Camboro Business Park, Oakington Road, Girton, CAMBRIDGE, CB3 0QH

Inspection date

Previous inspection date

07/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

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

- Children's learning is promoted well by skilled practitioners who recognise the importance of working with children's interests and providing stimulating opportunities to promote learning through play.
- The nursery provision is very well-organised. Practitioners undertake thorough observations, which are reflected in the planning to meet the unique needs of every child, ensuring that every child makes good progress in their learning and development from their starting point.
- The warm and welcoming environment helps children to feel settled and the effective key person system means children form strong attachments so their needs are very well met.
- Successful systems are in place to monitor practice and high levels of supervision ensure that practitioners can identify children's needs so that they make good progress in their learning.

It is not yet outstanding because

- The outdoor environment is not as effectively utilised to fully support children's learning so that they can be truly independent in the choices they make.
- Resources to build on children's understanding of themselves and the wider world are not fully in place.

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.

Inspection activities

- The inspector held a meeting with the provider and the manager of the provision and spoke to practitioners and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector observed activities in all rooms and the outdoor learning environment.
- The inspector looked at a selection of children's assessment records and planning, evidence of suitability of practitioners working within the setting, the provider's self-evaluation and a range of other documentation.

Inspector

Emma Bright

Full Report

Information about the setting

Girton Nursery was registered in 2012 on the Early Years Register and is privately owned. It operates from a converted barn situated on the Camboro Business Park in Girton, Cambridgeshire. Children have the use of two main group rooms and there are two enclosed areas available for outdoor play.

The nursery is open from 7.30am until 6pm all year round with the exception of bank holidays. Children attend for a variety of sessions. There are currently 50 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language.

The nursery employs 12 practitioners. Of these, 10 hold appropriate early years qualifications at level 3, including two with Qualified Teacher Status and Early Years Professional Status. Two practitioners have appropriate early years qualifications at level 2 and both are working towards level 3. The nursery receives support from the local authority.

What the setting needs to do to improve further

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

- build on babies' and young children's developing understanding of themselves and the wider world, for example by using photographs of familiar people and places
- further extend the use of the outdoor environment to fully support children's learning so that they have greater opportunities to explore and make choices about their play.

Inspection judgements

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

Practitioners have high expectations of all children because they find out about what children can do before they start at the nursery and plan effectively for children's learning needs. Ongoing assessment of children's progress is thorough. Practitioners observe children in their play and take photographs of them to illustrate the activities children enjoy. They support children well and reflect on what they do to promote effective learning. This ensures teaching focuses on individual children's interests and the next steps in their learning. Parents contribute to their child's assessment to share what they have observed with their child at home. These records demonstrate children are making good progress in their learning and development.

All practitioners have a secure understanding of how children learn and the quality of teaching is good. They provide challenge for the children, whilst ensuring they are successful and this helps children to feel motivated. Practitioners talk to children, commenting on what they are doing and ask questions to encourage their critical thinking

and exploration. They model clear language during their activities without discouraging children's efforts as they copy new words. This enables all children to use their growing skills and become confident communicators. Children happily move around to investigate the interesting activities because practitioners encourage them to try for themselves. For example, children develop their skills when using technology through the use of programmable toys. They show great interest in toys with buttons, flaps and simple mechanisms, which they competently operate. Consequently, children are gaining the key skills they need for the next steps in their learning. Children have access to a range of books, which they enjoy looking at together or alone. In addition, they take books home to share with their parents, which further supports their early literacy skills.

Practitioners give good priority to the prime areas of learning with children under three. They use a summary form for the two-year-old children and include parents in the discussion of children's strengths and any concerns. This means practitioners are able to identify when early intervention may be needed, to ensure that children receive the appropriate support. A range of resources is in place to help children gain awareness of the diverse society in which they live. Although there are photographs of babies and young children displayed, they currently have fewer opportunities to see pictures of their special people and their favourite places in order to learn about themselves and the wider world.

Babies receive close physical reassurance throughout their daily routine. For example, practitioners sit on the floor, providing familiarity, a reassuring lap and plenty of cuddles for babies when needed. Babies are learning about the world around them because practitioners effectively support children's gradual independence in moving, exploration and communicating. Babies use their physical skills and developing coordination as they pull themselves up to standing on sturdy furniture. Practitioners encourage their drive to stand and walk by offering supportive words and lots of praise as they take tentative steps when practising their new skills.

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

Children are relaxed and confident in the nurturing care of practitioners, they are developing good levels of self-esteem because practitioners are attentive and value their contributions. Children are learning about sharing and turn-taking as practitioners skilfully intervene to help them solve their difficulties when it comes to sharing popular resources. Children are becoming increasingly independent as they manage their personal care, serve themselves at meal times and dress themselves for outdoor play. The learning environment is well-organised so that children can choose resources and move between indoor and outdoor areas. However, on occasions children require adult help to access the outdoor area. This means they cannot independently choose to play in the outdoor area consistently.

Children benefit from good settling in procedures, which are based around their individual needs. This helps to support them in the transition between home and the nursery. Children and babies show a secure sense of belonging because they develop strong bonds with their key person. Successful handover systems within the nursery ensure children are

introduced to their new key person and spend time visiting their new room which enables them to build close relationships. Babies' emotional development is promoted as they develop secure, trusting relationships with staff. For example, babies are cuddled closely when they are tired or upset and this ensures their emotional needs are met.

Children are well-nourished because they are provided with a good range of nutritious foods and a choice of fruits and vegetables. Meal times are social occasions as the children sit chatting to their friends eating freshly prepared meals and snacks. Children choose when they have their snack and this allows them to continue their activities and enhances the flow of the session. They enjoy tasting new fruits, which they help to cut up and discuss which foods are good for them and which are not. All children learn sensible hygiene routines because practitioners act as good role models, washing their own hands. Toilet facilities have been well thought-out so children can access the easy-to-use taps, paper towels and hand driers.

Practitioners know the children very well, building a secure knowledge of their needs and interests. They work closely with parents and other professionals to ensure any additional or medical needs are met. Comprehensive records are kept of any accidents or medication and all practitioners are clear about children's allergies or food preferences, which ensure children's needs, are met and respected.

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

The designated person for safeguarding is very clear about her role in meeting the safeguarding and welfare requirements so that children are kept safe. All practitioners have a good understanding of the safeguarding children procedures and they attend regular training to update their knowledge and skills. Rigorous recruitment systems are in place to ensure that all practitioners are suitable to work with children. Thorough induction procedures ensure that new practitioners and students have a secure knowledge of their roles and responsibilities. Risk assessments are carried out on a regular basis and practitioners are well-deployed to ensure that children are kept safe.

The provider and manager are effective leaders, setting high aspirations for quality. They share their vision with practitioners, which mean they all work together as a cohesive team. The provider has a very good understanding of their responsibilities in meeting the learning and development requirements. An effective system is in place for regularly monitoring practice and this ensures the nursery is always evolving and improving. Professional development of all practitioners is supported well through regular supervisions and appraisals. All practitioners work hard to provide high quality care and learning opportunities for children. They are well qualified or working towards qualifications in order to further enhance the service they provide.

Practitioners are working to develop effective partnerships with other early years providers to share information in order to promote children's learning, development and welfare. Partnership working with other professionals and agencies is already established and used to identify children's needs to help them make progress. Practitioners build good working

relationships with parents and they demonstrate a very good understanding of the benefits of working closely with them so that children's individual needs are met. Parents speak highly of the nursery and practitioners, explaining they felt very well informed; their children were happy and extremely well supported. Systems for self-evaluation highlight the nursery's strengths and weaknesses and clear action plans are used to prioritise areas for development. For example, practitioners' suggestions led to the revision of the planning documents. This now makes it easier for practitioners and parents to use when recording children's progress.

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. 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	EY447888
Local authority	Cambridgeshire
Inspection number	805307
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	50
Number of children on roll	50
Name of provider	HRH Nurseries Ltd
Date of previous inspection	Not applicable
Telephone number	01223 233751

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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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