

New Beginnings

5 New Road, Bourne End, Buckinghamshire, SL8 5BQ

Inspection date	25/06/2013
Previous inspection date	30/03/2009

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		1
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 are very happy in their play, are extremely well behaved and demonstrate a very good understanding of their own safety and health.
- Staff have a good understanding of children's starting points and plan effectively for their learning, so that children make good progress.
- Children are very engaged and stimulated in their activities and resources, and are eager to take part indoors and outside in the extremely welcoming and inclusive environment.

It is not yet outstanding because

- Systems to share information about the activities parents can extend at home and the areas of learning are less well established.
- The nursery provides excellent photo books to promote how children are learning but they are not always well used to promote different ways of learning.

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

Inspection activities

- The inspector observed children in their play and in their interactions with staff.
- The inspector spoke to children and their parents, the manager, owner and staff.
- The inspector sampled the nursery's documentation and children's development records.
- The inspector completed a joint observation with the manager.
- The inspector read and took into account the nursery's self-evaluation form.

Inspector

Aileen Finan

Full Report

Information about the setting

New Beginnings registered in 2005. It is privately owned and is registered on the Early Years Register. It operates from an open plan premises with age range base areas. It is situated within the village of Bourne End, in Buckinghamshire. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Children have access to outdoor play areas. There are currently 58 children on roll within the early years age range. The nursery serves the local community and surrounding areas. The nursery employs 15 members of staff who work full and part-time and include those working as lunchtime supervision cover, and a cook. Of these, all but two hold appropriate early years qualifications. One staff member has completed a BA, two have completed foundation degrees and another is currently working towards her foundation degree. The cook is also working towards a qualification.

What the setting needs to do to improve further

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

- develop further the systems for parents to contribute observations to their children's development records, providing the parents with more information about extending activities at home, and using this partnership sharing to further adapt the new procedures for tracking and recording children's progress consistently
- extend and adapt the use of the photo books to encourage children's learning and independence and further promote how children follow instructions, or recall activities and interests for example.

Inspection judgements

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

Staff have a good understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. They demonstrate they have a solid understanding of children's starting points and interests. The staff know the children well and provide them with a very stimulating environment that promotes their learning indoors and outside. Staff encourage children to enjoy a broad range of learning experiences, which encompass all seven areas of learning. Resources and toys are in very good condition and adult-led play is well organised. Overall, children are confident and positive in making their own choices and developing their own play ideas. Consequently children are developing securely and making good progress in all seven areas of learning.

Children are happy at the nursery and eager to take part in their play. They confidently get together for a music and movement session and engage physically by jumping, clapping, and balancing for example. They chalk their designs outdoors, talking about the marks they are making and what their pictures say to them. They listen to stories, anticipating the ending and offering their suggestions about what is happening and why. Staff are able to extend children's play by interacting positively in what they do and providing children with thinking time by the effective use of open-ended questions and links for children to recall. The nursery compiles delightful photo books of activities children have enjoyed. They share these at times with children during the day and with parents at key person meetings or social events. However, opportunities are missed to further extend the use of these books to promote children's recall, engage their interests or develop further systems to promote how children use pictorial images to follow instructions. Nevertheless, staff are reflective on the ways in which they promote children's learning and children are securely developing physically and in their understanding of language. They are making very good progress in their social and emotional well-being. This enables them to be confident and active learners who are ready to commence the next stage in their learning.

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

Children are extremely happy at the nursery and very content to engage in their play. Staff are highly skilled in their roles and are sensitive to children's needs. They help children to securely develop their growing independence and active exploration through their play. Babies receive lots of cuddles and verbal and non-verbal interaction throughout the day, which means they feel settled, safe and very content. The ethos of the nursery supports family life and is fully embedded into daily practice. Therefore there are lots of opportunities for children to play with others, both older or younger than themselves. This helps children to develop their relationships with one another and boosts their self-awareness and confidence. Children are extremely well behaved and demonstrate excellent respect for their friends, staff and their environment. The highly effective key person system means that children form exceptionally warm bonds with the staff and consequently children are making good progress in their personal and social well-being. Children are very well prepared for the next stages in their learning.

Staff consistently provide children with excellent support and guidance that promotes their awareness of health and safety. For example, toddlers understand about carefully walking down the ramp to access their outdoor play. Children cooperate happily with routines for hand washing after outdoor play or when independently using the toilet, and before eating. They pour themselves drinks of water from the dispenser when they are thirsty. Children have extremely good opportunities to learn about the healthy foods they are growing on the allotment and how these foods grow. They are given responsibilities to promote their independence, and for example confidently serve themselves at snack and meals times. There are regular opportunities for children to use the stimulating outdoor gardens throughout the day, where children can actively explore and be curious in their

learning.

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

Staff at the nursery demonstrate a very good understanding of all requirements of the Statutory Framework for the Early Years Foundation Stage. All staff complete safeguarding training as part of their induction and most staff hold first aid training certificates. This means that staff fully understand their responsibilities to safeguard the children they care for and the procedures to take if they have a concern about the welfare of a child in their care. Likewise, staff are able to effectively deal with minor injuries and incidents to support children's well-being. The inspection was brought forward after the nursery informed Ofsted of a significant event just outside the required 14-day period. Ofsted reminded the nursery of their responsibilities but intend to take no further action. The nursery had securely followed their effective procedures to administer medication and act on any accidents occurring. Staff adhere to their robust policies and share these with parents, who therefore understand the procedures that help to ensure that their children can learn and play safely indoors and outside.

The leadership and management of the nursery are strong and staff morale is high. Staff work well together and are positive role models to the children. Recruitment procedures are effective and therefore, ensure that the adults working with children are suitable to do so. Staff receive good supervision and are deployed very well throughout the day. Regular and purposeful staff training further supports staff development and the needs of the nursery so that it improves the quality of the provision. The nursery has very good systems to reflect on and evaluate their priorities for the future. Parents, children and staff contribute to this evaluation through their suggestions, feedback and written questionnaires. The nursery is therefore confident to demonstrate and highlight their strengths.

Overall staff have an accurate understanding of children's achievements and capabilities. Children are making good progress in relation to their starting points. The systems to monitor children's achievements and to track their progress have recently been amended, but are embedded overall into practice. The nursery has started to encourage parental involvement in children's home learning-nursery partnerships. They are now actively inviting parents to share children's play and their observations of them at home. However, this is not fully established, although it is having a positive impact on how staff understand children's emerging interests. Parents are positive about the care their children receive and the useful feedback they receive at the end of the day. Staff are confident to make timely interventions for children needing additional support when it is needed and are confident to work with other professional agencies. There are highly positive arrangements to promote children's confidence when moving on to the next stage of their learning, particularly in relation to the partnerships with feeder schools and teachers.

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 action. 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	EY309255
Local authority	Buckinghamshire
Inspection number	913424
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	58
Name of provider	New Beginnings Day Nursery Limited
Date of previous inspection	30/03/2009
Telephone number	01628 527717

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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, which are usually the childminder's 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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