

# Joint Colleges Nursery

6b Chaucer Road, CAMBRIDGE, CB2 7EB

<b>Inspection date</b>	21/02/2014
Previous inspection date	02/12/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		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

- Knowledgeable staff provide children with a wide range of interesting experiences, both indoors and outdoors, based on their interests and next steps in learning. This results in children having many opportunities to make good progress in their learning and development.
- The key person system supports engagement with all parents. Home visits enable parents to contribute to initial assessments of children's starting points on entry and they are kept well informed about their children's progress.
- There is a strong commitment to improve the nursery provision through setting ambitious targets and action plans.
- Children demonstrate a high level of care and respect for each other because of effective modelling by staff throughout the nursery environment.

### It is not yet outstanding because

- The partnerships with all schools which children move on to are not yet firmly established in order to promote consistently successful transitions for all children.
- The manager does not always effectively share the nursery's detailed policies with parents to keep them well informed of the group's procedures.

## 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.

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

## Inspection activities

- The inspector observed activities in each of the playrooms and the outdoor area and also talked with staff.
- The inspector conducted a joint observation with the nursery manager.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of four parents spoken to on the day.
- The inspector reviewed the provider's self-evaluation form and action plan and held a meeting with the nursery manager.

## Inspector

Lorraine Pike

## Full report

### Information about the setting

Joint Colleges Nursery is a registered charity, managed by a committee of parents. It opened in 1987 and operates from purpose-built premises close to Cambridge city centre in Cambridgeshire. The nursery is open five days a week from 8.30am to 5.30pm all year round, closing only during Christmas week. All children have access to an enclosed outdoor play area. There are currently 58 children on roll who are within the early years age group on roll.

The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. Children attend for a variety of sessions, both full-time and part-time. 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 and children with special educational needs and/or disabilities.

There are 17 members of staff, including the manager, employed to work with the children, all of which hold an appropriate childcare qualification. One member of staff holds Qualified Teacher Status, three members of staff hold a qualification at level 6, one member of staff at level 4, 11 members of staff at level 3 and four members of staff at level 2.

### What the setting needs to do to improve further

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

- engage more effectively with other providers, such as the future schools of all children, to enhance children's confidence and awareness further to fully support their transitions onto the next stage in their learning
- enhance parents awareness of the availability of the nursery's policies, for example, by establishing a system that makes it easily accessible to share these with them and keep updated so that they are well informed of the group's procedures.

## Inspection judgements

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

Staff have a secure understanding of the learning and development requirements of the Early Years Foundation Stage as they demonstrate a good understanding of how children learn and develop. Consequently, they support all children well as they make good progress in line with typical expectations and are well prepared for their next stage in learning. Staff use their detailed observations and assessments of children's learning to inform them of their next steps in relation to their starting points. They ensure information

about children's learning styles and preferences is obtained during home visits prior to them starting. In addition, parents complete an 'All about me' booklet. This enables the child's key person to get to know their key children well. Staff take into account children's interests and capabilities to effectively plan for future challenges, resulting in activities being tailored to children's individual needs. For example, older children play an active part in planning as they suggest activities, such as making heart biscuits to celebrate Valentine's Day. Staff place a strong emphasis on planning a broad range of activities both inside and out. They understand that specific children respond better to learning outside; therefore, they accurately plan rich and meaningful activities for the outside environment to enhance all aspects of children's learning. For example, staff provide chunky chinks and brushes dipped in water to encourage boys to develop their early writing skills. As a result, boys demonstrate a positive attitude towards writing as they begin to experiment with marks and form some of the letters in their names on the ground. There are well-established systems to provide information to parents about children's progress. Weekend books completed by key persons at the end of each week provide parents with an insight into their children's week and details how their recent observations will be used to plan further opportunities to extend their children's learning. Parents and staff meet regularly to reflect on children's accomplishments. They share this information during parent evenings and during daily verbal updates. This also enables parents to develop an increased understanding of how to support their children's learning at home.

Staff support children with special educational needs and/or disabilities by working closely with parents and other professionals to agree robust strategies. They create individual plans and specific activities that support their needs. Staff teach non-verbal children how to communicate their needs using basic sign language. Staff are fully committed to supporting children who are learning to speak English as an additional language; they learn key words in children's home languages, provide clear visual prompts to support their understanding of the routine of the room and label everyday objects in children's home languages. Children learn about different cultures and traditions as they celebrate a range of festivals throughout the year that acknowledges the diversity of children attending the nursery. The educational programmes provide for all areas of learning and are adapted to meet the needs of children in the different age groups. Activities for babies and toddlers are set out well to ensure that they are able to participate at their own level. Staff purposefully encourage babies and toddlers to explore and investigate both inside and out. They have ample space to move between the inter-connecting rooms, which effectively support their physical skills as they learn how to walk, crawl and climb onto different shaped blocks. They enjoy a wide range of exciting activities that stimulates their senses, such as body painting and exploring textures in the black and white area. Staff demonstrate, and sensitively encourage children to join in. As a result, young children begin to use their senses to explore the world around them. Photographs of babies and toddlers families are creatively displayed at a low level to provide a sense of security and arouse children's curiosity as they notice familiar faces. Staff always respond with enthusiasm to babies babbles and vocalisations. They consistently talk to them and describe their actions, which enable young children to begin linking words to actions. For example, as children take it in turns to thread beads around the maze, staff describe the actions they make by saying 'up' and 'down' repetitively to reinforce the meaning of words. Babies and toddlers try out new words in response to conversations, storytelling, singing, play and signing with staff. For example, they respond to simple choices of drink

by signing 'milk' and make the sound of a car as they notice a picture of a car in a book. Older children enjoy the choice of being able to play either indoors or in the thoughtfully arranged outside area.

Children play exceptionally well together as they begin to make-believe by pretending. For example, they cook a range of dishes in the mud kitchen, they scoop up the mud and use a range of utensils to stir and shape the damp mud. Staff extend their play by making suggestions, such as adding other natural resources. Children's confidence and self-esteem is increased as they are eager to participate in the challenging activities available in this stimulating outside space. For example, their physical skills are enhanced as they run around, skilfully negotiating their space, they ride scooters and bikes backwards and forwards, learn how to spin hoops around different parts of their bodies and balance on the wobbly bridge. Staff motivate the children to keep on trying as they learn new skills through regular praise and encouragement. They also challenge children to think critically by asking them to think of the best way to help some of the younger children walk over the bridge. As a result, children develop their own ideas as they plan and make decisions about how to approach a task to achieve a goal. Children of all ages choose to look at books and listen attentively to stories read to them in small groups. Some children bring in books from home for staff to read. Children's attention is captured as staff use effective intonation. They learn different facts about aeroplanes and new words such as 'pilot' and 'passenger'. Staff encourage the children to contribute to discussions afterwards as they incorporate some of their words in their sentences. Children's understanding of mathematics is developed through play experiences. For example, they thoroughly enjoy joining in with the actions to the 'Mr Wiggle and Mr Waggle' song. Children move their bodies to represent positional language such as 'up' and 'down'. They make arrangements with large wooden shaped blocks in the outside area and learn how to rearrange the blocks to make others fit.

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

Children settle well because of the welcoming and nurturing atmosphere created by staff. Staff enable familiar routines to be followed that match the level of care similar to that which children receive at home. Parents provide information about routines and general care that ensure children's individual needs are met. Key persons develop strong trusting relationships with their children enabling them to feel secure. They respond positively to the children, making them feel special and well cared for. Consequently, children demonstrate a strong sense of belonging. Children have positive role models from both the male and female members of staff; this helps children learn that all adults and children are valued and included within the nursery. Children who attend are very confident because they know their key person well, and are familiar with the nursery's routines. Children behave well as staff use a positive and consistent approach to managing children's behaviour, which takes into account their understanding and maturity. Nursery rules are clearly displayed to reinforce and support children's understanding of positive behaviour. Staffs' calm and polite manner sets a good example for children. They help children to explore their feelings during regular circle time where they discuss why they are feeling a certain way. They use the 'feeling masks' to help them make a decision. Consequently, children develop an increased awareness of their own and other people's

feelings.

The flexible routine enables them to make independent decisions and choices, raising their self-confidence. Children are competent at managing their personal needs relative to their ages. They have independent access to toilets and are prompted if necessary, to wash their hands. Children play in a clean environment where they learn the importance of good personal hygiene. For example, staff support younger children to wash their hands after having their nappy changed and before meal times. Staff monitor older children after toileting and before meals to ensure a good hygiene routine is followed. Children know the reasons for a good routine as they explain that they need to wash their hands so that 'their tummies don't get poorly'. Staff also support children to manage their own hygiene by encouraging them to help themselves to tissues in each room to wipe their nose. Babies and toddlers sleep according to their individual routines, therefore, wake happily and are ready to resume their play. Babies sleep outside in the fresh air, in prams under a covered area unless it is exceptionally cold. Toddlers settle well on personalised mattresses as staff sooth them to sleep. Children move freely around their rooms and outside to access a broad range of good quality toys and equipment. Staff support children with skills to develop their growing independence, for example, they encourage children to dress themselves appropriately before playing outside by demonstrating how to put on their coat independently. Children receive a good range of healthy nutritious meals and snacks that are freshly prepared on the premises. Children discuss the health benefits of foods and regularly help to prepare the food they eat for snack. Children develop a raised awareness of where food comes from as they grow their own fruit and vegetables in the nursery garden. This helps them to understand where food comes from and that it is good to eat. Parents share information about children's dietary requirements and good attention is paid to supporting children who have food allergies. Staff make sure that fresh drinking water is available to children at all times so that they stay well hydrated. Daily outdoor play opportunities and regular exercise sessions encourage children to be fit and active as they develop the habits of a healthy lifestyle. For example, children enjoy digging and scooping soil out of the large digging area as they fill up their buckets and become exhausted as they transport them to the mud kitchen. They learn about the effects of exercise on their bodies, through discussions and planned activities. Staff provide babies and toddlers with a good range of play experiences that contributes to their physical development and effectively promotes their health. For example, babies learn to walk independently through staff's encouragement and they join in with action songs.

Staff support children to learn how to keep themselves safe during daily routines. For example, they ask them to 'use their walking feet' when indoors and to 'take their time' as they climb the enclosed short flight of stairs to the mezzanine landing role play area. Visits within the local community also increases children's awareness of road safety as they wait to cross the road safely. Effective transitions to the next age group rooms enable new key person staff to understand children's interests and capabilities. Therefore, children settle well. For example, the current key person introduces children to their new key person, other children, the play room and where their personal items will be stored. In addition, ample opportunities for children to play with children and staff from other rooms helps them to become familiar with the new room and enables them to settle swiftly into new daily routines. Staff have developed good links with some local schools and visits from school staff enable some children to meet their prospective teachers ready for when they

transfer at the end of the school year. This prepares children well for the next stage of their education. However, there is scope for staff to build up the good links with all schools that children transfer to so that all children are well prepared and benefit from a smooth transition from nursery to school.

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

The manager has a good understanding of the requirements to safeguarding and promote children's welfare. The manager and staff are knowledgeable about the procedures for child protection issues, allegations made against staff and making referrals if they have any concerns about a child. They are also fully aware of the requirement to notify Ofsted of any significant event that may impact on the well-being of the children. This supports children's welfare. The manager has thorough recruitment procedures to ensure staff are suitable. The nursery premises are secure as they have effective systems in place to prevent unauthorised visitors gaining access to children. For example, a coded entry security system is in operation and permits only staff or parents to gain entry. The manager uses comprehensive risk assessments and daily room checks to help ensure that the children play in a safe environment. In addition, there are clear procedures for outings to promote children's safety. The manager oversees that all documents required for the safe and effective management of the children are in place, confidential and well maintained.

Staff understand their role and responsibilities because they receive clear communication and guidance from the manager during induction sessions, regular staff meetings, supervision and appraisals. In addition to this, the manager works alongside staff and is able to oversee staffs' performance and assist them in their professional development. Consequently, staff are well-supported to provide high quality care and education. They attend a range of training to ensure they are up to date with any changes in legislation and to further their childcare knowledge. Recent training for staff includes, engaging boys and supporting children with epilepsy. As a result, staff have an increased understanding of different learning styles and how to care for children with specific medical needs. All staff are trained in paediatric first aid. The educational programmes are thoroughly monitored, this ensures they promote opportunities across all areas of learning and children enjoy their experiences and make good progress. The manager and staff have a strong drive and ability to build on their good practice. They effectively identify their strengths and have a clear robust plan for improvement. The views of children, staff and parents inform change and are strongly welcomed. Parents attach their suggestions to the 'ideas tree' in the entrance to the nursery. Good links with an Early Years Professional from the local authority has proved influential in making significant improvements, in addition to effectively addressing the recommendations raised at the last inspection. Planned improvements include extending the building to provide more space for pre-school children, updating the outside area and creating a book called 'languages we speak at nursery' to further improve children's experiences in nursery.

The manager and staffs' partnership with parents are well established and this makes a strong contribution to care, learning and development. Parents enjoy spending time with

their children in nursery during organised events, such as play days and stargazing evenings. A collection of detailed policies support the manager and staff in their practice. However, these are not always effectively shared with parents. As a result, some parents are not as well informed of the nursery's procedures. Staff keep parents up to date about their child's general well-being, achievements and progress. For example, key persons give daily feedback at the beginning and end of the day. They complete a daily diary for babies about their routine care, display the day's 'activity sheet', share children's assessment records with parents and encourage parents to contribute to their child's assessments. In addition, staff provide parents with words to new songs and healthy recipes for food that children have cooked in nursery. This enables parents to support children's learning at home. In discussion with individual parents, they feel they can approach staff at any time. They acknowledge their involvement, speaking exceptionally highly about the committed, nurturing and caring attributes of the manager and staff. Parents describe the nursery as 'excellent' and comment on the strong focus staff place on putting the needs of the children first and foremost. Parents are very pleased with the progress their children have made since attending the nursery and the 'super opportunities for children to learn about diversity'. Staff fully understand the importance of working in partnership with external agencies, such as health professionals and specialist workers. Consequently, robust systems support any specific health requirements and the identification and inclusion of any child with additional needs.

### **The Childcare Register**

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



## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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

<b>Unique reference number</b>	221578
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	865932
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	57
<b>Number of children on roll</b>	58
<b>Name of provider</b>	The Joint Colleges Nursery (Cambridge) Limited
<b>Date of previous inspection</b>	02/12/2009
<b>Telephone number</b>	01223 315084

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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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