

New Beginnings

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

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| Inspection date | 18/02/2014 |
| Previous inspection date | 25/06/2013 |

| 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 | | 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 benefit from a welcoming and inviting environment where they can make independent play choices from a broad range of good quality toys and resources.
- Staff know children as individuals well which enables them to plan for children's next steps in learning securely.
- Children develop positive relationships with each other and staff. There are frequent opportunities for children to interact with children of different ages and other staff.
- Children develop good independent and self-care skills.

It is not yet outstanding because

- Staff do not always consistently model language and vocabulary or take all possible steps to identify resources to support children's individual communication and language needs.
- Staff do not always seat babies near other children at meal times to make it a more sociable occasion for them.

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 viewed all areas of the nursery premises.
- The inspector observed children's play, activities and staff interaction with them indoors and outside.
- The inspector spoke with children, staff and a small number of parents and carers.
- The inspector held a meeting with the owner and the deputy manager, and a joint observation was completed.
- A sample of paperwork was viewed including some policies, staff and volunteers suitability records, and children's development records.

Inspector

Sheena Bankier

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 open plan premises with age related 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 enclosed outdoor play areas. There are currently 61 children on roll in the early years age group. The nursery serves the local community and surrounding areas. It supports children who are learning English as an additional language, and children with special educational needs and/or disabilities. Free early years education funding is available to three- and four-year old children.

The nursery employs 16 members of staff who work full and part-time and include those working as lunchtime supervision cover. Of these, 12 hold appropriate early years qualifications mainly at level 3 and above, with two of these staff holding early years foundation degrees. One member of staff is currently working towards an early years degree and another member of staff is working towards a level 3 qualification. In addition to the staff who work directly with the children, a cook is employed at the nursery who is also working towards a level 3 early years qualification.

What the setting needs to do to improve further

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

- promote all children's understanding, communication and language skills further through staff modelling use of language and vocabulary consistently, and by identifying further resources that will support all children's skills

- enhance children's meal time experiences by ensuring babies sit near the other children.

Inspection judgements

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

Children make good progress in relation to their starting points at the nursery. Staff take steps to gain effective information from parents about their children's learning needs on entry and regularly update this information. As a result, they gain a secure understanding of children's starting points and ongoing learning needs. This enables staff to support children consistently. Staff use newly implemented activity photo books for children and parents to use at home to encourage a joint approach to supporting children's learning. The pre-school children have a 'letter of the week' and this encourages parents and

children to find items beginning with this letter to bring into the nursery. This supports positive links between home and nursery and promotes good opportunities for children to link letter sounds to words. Staff take good steps to address concerns about children's learning needs, such as discussing these with parents and working with other professionals to promote a consistent approach to supporting children.

Staff know children well as individuals and this enables them to plan successfully for children's next steps in learning. They use their observations of children's progress and the information from parents to effectively plan for children's ongoing progress in all areas of their development. Staff involve themselves well in children's play and activities. They introduce new ideas as children take part in activities, such as hiding shells to find in the sand. This extends the older toddlers' vocabulary as staff introduce new words. However, at times, staff do not always model the use of vocabulary and language consistently. For example, some staff use informal language, such as 'bellies', rather than correct terms for parts of the body. Staff use some actions alongside words to support communication with children as they speak to them, which supports less verbal children well. They request key words in children's home languages and ask parents to provide resources from home to use at the nursery, such as songs and books. However, staff are not always pro-active in sourcing additional resources to support children who require further support in their communication and language development. For example, they have not considered using picture cards in their daily communications to support children in developing their understanding further.

Children develop effective skills to prepare them for the next stage in their learning, such as starting school. For instance, they concentrate and become engrossed in their activities, and are active and curious learners. They have good opportunities to explore and investigate. For example, babies enjoy sensory bells and the younger and older toddlers enjoy making marks in paint using their hands and a variety of tools to make different effects. They are fascinated with the effects they make and staff value these positively, talking to the children about them. This activity supports children's small physical skills as they handle and use small tools, and promotes their creativity and imagination. Staff follow children's interests and support them in investigating, such as when children find a worm outside in the garden. As a result, children learn about living things. Staff make good use of activities and routines to use numbers and counting with the children. For instance, counting the pre-school children as they line up for lunch, and counting scoops of sand.

Children develop and challenge their large physical skills both indoors and outside. Babies enjoy the challenge of equipment to help them learn to negotiate steps and different surfaces. This helps them to develop their coordination effectively as they climb up the steps, then sit down to slide down the slope. All children spend time outside on a regular basis. The older children have free-flow access to the outdoor spaces and use a variety of equipment and resources, for example, wheeled toys to learn to pedal and manoeuvre. Children learn about the world they live in through outings in the local community, such as visits to feed the ducks or to the nursery's allotment.

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

Staff use good arrangements to support children in settling-in at the nursery. Staff gain effective information about children's individual needs, such as home routines and comforters. Children demonstrate a good understanding of the routines of the nursery day. For example, a toddler smiles and points to the sleep room door after lunch when picked up by a member of staff. Children enjoy cuddles with staff, and staff recognise their needs for reassurance well while still encouraging their confidence and independence. Staff are pro-active in adapting their procedures to suit individual children's needs. For instance, where babies dislike settling to sleep in a cot, staff talk to parents about where their children prefer to sleep at home. As a result, they provide for children's individual needs to enable them to feel safe and secure.

Children's behaviour is good. Staff provide a positive role model to them and present themselves neatly in clean uniforms. They are calm in their interactions with the children and treat them kindly and warmly. Staff implement the behaviour management procedures consistently, which supports children in understanding the expectations of behaviour well. The pre-school children help to devise rules for the nursery and this promotes their consistent understanding of appropriate behaviours. Staff value and praise children effectively and, therefore, they develop their confidence and self-esteem strongly. For example, children are confident to approach staff and new adults. This helps prepare children emotionally for the next stage of their learning, such as starting school, as they have confidence to speak to adults. There are good opportunities for children to interact with children of different ages and the whole staff team. Younger children can observe what is happening in the rest of the nursery because the premises are open plan and children are able to move freely between areas. This supports them well when they move to the next area of the nursery as they are already confident in their surroundings and with staff. Staff provide role play and art activities to develop children's understanding about safety, such as road safety. Children paint traffic lights and staff display these in the garden for children to practise their road safety understanding and skills.

Children play in a clean and well organised environment which is welcoming and inviting. The good quality toys and resources are stored at a low level in clearly labelled baskets with photographs and a written label. As a result, children are able to make their own independent play choices. Additionally, this supports children in developing their early reading skills as they make connections between the print and picture. Staff demonstrate a secure understanding of the importance of implementing effective procedures to keep the premises, toys and equipment clean. Staff support children's good understanding of a healthy lifestyle, such as explaining why it is important they use the hand gel after helping children clean their noses. Children wash their hands independently in their areas because there are portable hand washing stations. They develop good self-care skills as they learn to turn on the tap and wash their hands. Children serve their own healthy snacks and meals using serving spoons. Water dispensers are available for the older children to help themselves to a drink and staff offer younger children regular drinks through the day. Mealtimes are a social time, overall, where children sit around the table together. Occasionally, babies sit away from the children sitting at the table with a member of staff

which does not support their developing social skills fully.

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

The owner and management team demonstrate a secure understanding of their responsibilities to meet the requirements of the Statutory Framework for the Early Years Foundation Stage. Staff use comprehensive written risk assessments covering the premises, activities and outings to promote children's safety, along with daily visual checks. The management team ensures that effective cleaning routines are used to keep the environment clean and hygienic through the day and to minimise the spread of infection. Staff demonstrate an effective understanding of their responsibilities to safeguard children. They securely understand the steps to take if they should have concerns about children's welfare or other staff's practice. The management team use robust recruitment checks of the staff's suitability and thorough induction procedures to promote the staff's effective understanding of their roles and responsibilities. Regular supervision meetings help to identify staff personal development needs, including further training and support. Organisation within the nursery is good. Required adult to child ratios are effectively maintained throughout the day and staff are deployed well to help ensure children are well supported.

The management team closely monitor children's learning and development experiences as they spend time in the nursery observing staff practice. Staff implement required checks successfully, such as the progress check for children aged two years. These clearly identify children's progress and any areas where children require further support. Staff demonstrate a good understanding of the importance of working with other professionals and form good partnerships. For example, they work closely with speech therapists and attend speech and language therapy sessions with children. This enables them to gain information about exercises to implement with children at the nursery. As a result, children make good progress in relation to their starting points.

The self-evaluation process includes feedback from children, parents and staff. For instance, staff regularly complete evaluations, and parents and the older children are asked to complete questionnaires. As a result, the management team identify strengths and areas to develop and improve accurately. For example, they have recently introduced 'non-contact' time for staff to complete children's records of development. In addition to this, they are completing an audit on children's records of development and have arranged training to promote a consistent approach by all staff. Staff and managers have taken positive steps to address the recommendations set at the last inspection. They have introduced new ideas and strategies to make links with parents about their children's learning. The staff and management demonstrate a strong capacity to maintain effective continuous improvement in the future.

Parents have access to good information about the nursery with notice boards displaying information about policies and ideas of activities to try at home. Staff develop positive relationships with parents and informal and formal feedback is provided to parents about

their children's time at nursery. For example, there are parents' evenings to discuss children's progress in more detail. Parents and carers have many positive comments to make about the nursery and, in particular, value that the nursery has stable staffing, is family orientated and has a good atmosphere.

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

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| Unique reference number | EY309255 |
| Local authority | Buckinghamshire |
| Inspection number | 952114 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 5 |
| Total number of places | 40 |
| Number of children on roll | 61 |
| Name of provider | New Beginnings Day Nursery Limited |
| Date of previous inspection | 25/06/2013 |
| 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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