

Montagu Square Day Nursery

Montagu Square, Eynesbury, St. Neots, Cambridgeshire, PE19 2TL

Inspection date

30/05/2014

Previous inspection date

24/09/2008

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

2

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 is good. Children are well supported through child-initiated play, which enables them to extend their experiences and make good progress in their learning.
- Children are well prepared for the next steps in their learning, both in the setting and for their transitions on to school.
- Partnership working with parents and outside agencies is embedded in the practice of the setting.
- Children are kept safe because staff have a good knowledge and awareness of the policies and procedures relating to safeguarding children.
- Children with additional needs are given an extremely high level of care and attention, and staff are proactive in ensuring they have a sound knowledge of children's needs in this area.
- The leadership and management of the setting are effective, as staff are constantly evaluating and monitoring the provision offered.

It is not yet outstanding because

- The outdoor learning environment is not used to best effect.

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 activities in the rooms and the outside play area.
- The inspector conducted a joint observation with the manager.
- The inspector held a meeting with the provider, the manager and the deputy manager.
- The inspector spoke to the staff throughout the inspection.
- The inspector looked at the planning and assessment records of the children.
- The inspector checked the suitability of all the staff working with the children and the provider's evidence of self-evaluation.
- The inspector took account of the views of the parents during the inspection.

Inspector

Jayne Hogan-Birse

Full report

Information about the setting

Montagu Square Day Nursery opened in 1998 and is on the Early Years Register. It is privately owned and operates from a converted building in the centre of Eynesbury, near St. Neots, Cambridgeshire. Children have access to an enclosed outdoor play area. The nursery is open each weekday throughout the year and sessions are from 7.30am to 6pm. There are currently 63 children on roll in the early years age group. There are 16 members of staff, 14 of whom a childcare qualification at level 3. The manager holds Early Years Professional status.

What the setting needs to do to improve further

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

- make improved use of the outdoor environment to provide an enhanced range of experiences for children.

Inspection judgements

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

The children and their families are welcomed into the nursery. The families who use the setting are from very diverse backgrounds and cultures, and it is evident that the background, needs, views and opinions of the children and their parents and carers are highly valued. For example, the welcome display board in the main corridor reflects the world. It has a photograph of all the children who attend and 'welcome' is written in different languages. Cultural festivals are explored with the children and it is clear that equality, diversity and inclusion are embedded in the ethos of the setting. On admission families are asked to fill in an 'All about me' document. This is used to ensure that the individual needs of the child are met and informs the setting on what the child likes and dislikes or what upsets them. From the start of their learning journey, the children benefit from a very effective key-person system. Along with using the admission information, staff gain knowledge of the child from 'interest circles'. These circles are regularly completed by both the staff and parents, and enable staff to plan for individual experiences, for example, the key person uses an interest in cars to introduce messy play to a child. As a result, children are able to access play opportunities that are focused on the individual needs and development of the child. Furthermore, staff are skilled at using the information to identify starting points, enabling them to provide children with educational experiences that promote their individual learning. The setting operates a mainly child-led and adult-supported environment and key persons record observations in written and pictorial form. The effective assessment and tracking of children's progress enable key persons to identify areas of good progress and areas that require targeted work. Consequently, children are supported in making good and sometimes rapid progress in their development, given their starting points. This prepares them well for the next stage in

their learning. As a result of the setting's approach to the key person role, it is evident that children form close attachments and feel emotionally secure.

The setting has a range of systems to ensure that information is shared with parents. These include daily diaries sent home with the children for both the setting and parents to document information on the children. This enables them to communicate effectively. Other methods of information sharing include emails, newsletters, 'wow' moments and interest circles. The setting also operates an open-door policy where parents are free to discuss their child with staff. These systems ensure that information is obtained easily and in a way that fits in with the routines of the parents. The setting offers many opportunities for parents to share in their child's experiences and their progress. Charity days and information sharing evenings are organised to inform parents about the Early Years Foundation Stage.

During their day the children in the setting are able to access a wide range of experiences. The planning reflects a largely child-led, adult-supported educational programme, and children are able to choose from the many resources that are stored at child height. Children are monitored, observed and supported by the staff. Staff support children to initiate a turn-taking game and then monitor and support if required. As a result, children learn to negotiate, cooperate and think for themselves. The breadth of the educational programme covers all the areas of learning. Planned experiences often link to more than one area of learning, for example, the older children learn about life cycles involving tadpoles. Children grow fruit and vegetables in the garden and sunflowers at home. This offers a rich opportunity for language development, as children talk about what plants need to grow, use simple mathematics as they count and use creative skills as they make vegetables out of salt dough. Children are encouraged to be active learners and staff are skilled in facilitating this by providing enjoyable physical activities, such as acting out a story about a bear hunt. This involves actions, sounds and emotions. As a consequence of this, children explore and experiment with their bodies, developing not only physical skills but imagination and creativity. The younger children are positively encouraged to take part in an extensive range of sensory experiences, such as gloop and finger painting. The setting fosters a culture of messy play involving hands and feet, where the focus is the process not the end result; parents are supportive of their children being involved in play of this nature. The staff role model behaviour and language, and continually reinforce this by praise and encouragement. As a result, children are able to confidently explore and experiment and actively learn about their environment. This contributes to their confidence and feelings of emotional security.

A key strength of the setting is the knowledge and skills of the staff in identifying additional needs. The key-person system is well embedded so that staff are swift to identify areas of additional needs. Staff are proactive in seeking professional support for and working together with the family to ensure the child's needs are met. Consequently, children with any additional needs receive the targeted support they need in a timely fashion, and as a result, make good and sometimes rapid progress given their starting points.

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

The children demonstrate a high sense of well-being and confidence, and incidents of poor behaviour are reported as rare. The staff team promote positive behaviour throughout the setting and this is embedded in practice. A wide variety of strategies and rewards for achievements are used, such as 'mind my manners', which encourages respect and care for others and verbal encouragement, praise and stickers. Staff are vigilant in their role of teaching children how to keep themselves safe and use appropriate strategies for this. For example, during mealtimes children are advised that food is hot and staff role model managing this. During snack time children are well supervised as they are encouraged to cut their own fruit with appropriate safety knives. As a result of this, children develop the necessary skills to keep themselves safe. The setting has daily risk assessments in place for both the indoor and outdoor provision; a child from the pre-school room accompanies a member of staff as they complete the garden risk assessment. Furthermore, children are taken on regular outings into the local community, such as the park and the shops. Staff take safety precautions, such as conducting risk assessments, seeking parental permission and children wearing high-visibility jackets to help keep them safe. As a result of these experiences, children are appropriately encouraged to be aware of keeping themselves safe

The setting cares for babies in their own room. Staff ensure they follow the babies' care routines according to their individual needs, and they have a separate room for sleeping, furnished with cots and bedding. Staff are vigilant regarding the personal care of babies, and the good practice while carrying out these tasks promotes the importance of hygiene routines. The youngest children in the setting are well supported in their development and they form strong attachments with their carers. The children in this youngest age range benefit from a variety of experiences, such as playing with shaving foam and playing outside in the garden. However, there is scope to make more use of the garden area so children access a wider range of experiences. Children are very well cared for and they are closely supervised. As a result of the secure attachments the babies make with their carers, they demonstrate active learning and confidence that the adults caring for them will support them and engage with their play.

Children are given lots of opportunities to make choices. They decide what they want to play with and what they want to eat. The children benefit from freshly cooked meals, including a variety of fresh fruit and vegetables. During mealtimes the older children are supported in serving their own meals. Staff offer appropriate supervision and encouragement. As a result, children begin to develop skills for independence in a supportive and secure environment. They are further encouraged and supported in self-help skills, such as putting coats on for outdoor play, preparing them for their next stage in learning. Furthermore, the setting has well-planned transitional arrangements in place for children moving on to the next stage of their learning. When moving within the setting, the children make visits to the next room, only moving when they are ready and not according to their age. Consequently, children demonstrate a high level of well-being and are well prepared for the next stage in their learning. As a result, children quickly settle into the routines of the new environment. The setting has established links with the local schools. During the early part of the summer term, staff exchange visits are arranged, photographs are taken and transition books are made. These books are introduced to the

children, and as a result, they are well prepared to move on to the next stage in their learning.

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

The setting benefits from a good leadership and management team. There is a strong emphasis on the safeguarding, health and protection of the children who attend. Safeguarding is embedded in practice. All visitors are monitored on an internal camera, and on entering the building sign the visitors' book and are asked to wear a badge. The setting has a robust recruitment process in place. Managers monitor the performance of new staff members. In addition, all staff hold Disclosure and Barring Service checks. Staff have a sound knowledge of policies and procedures that protect and safeguard the well-being of the children, and attend regular mandatory and professional training to update their knowledge and skills. Trainees in the setting are performance managed and their practice is monitored. They are also subject to the same clearance checks as employed staff. As a result, the children benefit from a well-trained and skilled staff team and are thoroughly safeguarded.

The setting has a written self-evaluation. This documents what the setting does and what it intends to do, to further improve the provision. These improvements form part of the action plan that is implemented by the management team. Staff are driven by a shared vision of the standard of teaching, learning and care that should be provided, and they are committed to providing good experiences and care for the children. Staff use a variety of approaches to monitor and evaluate the provision of services. Staff meetings are used to provide and share information in relation to the Early Years Foundation Stage or elements of care, teaching and learning. The staff team undertake peer on peer evaluations. Staff receive regular supervision to provide opportunities to receive individual opportunities for performance management. The manager is proactive in ensuring the continuity and consistency of the provision and practice of staff, and continually monitors the educational programmes offered. Furthermore, the manager actively supports staff in these areas. There is a strong sense of team cohesion and evidence that there is good staff communication. As a result, children are well cared for in a safe and secure setting where staff continually strive to improve the level of service.

The leadership and management are proactive in seeking the views and opinions of children and parents. They are committed to continual improvement of the service in meeting the needs of the children and families. Questionnaires are sent home throughout the year to evaluate the provision of care. These questionnaires inform future practice and enable the setting to monitor and evaluate the service it offers. For example, information taken from a recent questionnaire led to an increase in the variety of healthy snacks. There is a strong sense of partnership with parents. Parental comments contribute to the action plan and to the learning provided for the children, and are also used to continually drive the setting forward to improve the quality of the service it provides. Parents are regularly invited in to the setting. They are welcome to stay and chat to the staff in relation to their child, and say that they feel extremely comfortable in the setting. The setting has established working relationships with other agencies and recognises the value

of this partnership working. Staff actively seek advice and support from external professional agencies if needed, and work closely with a number of health professionals to support children with additional needs. As a consequence, children benefit from this multi-agency approach to their care and learning. The staff team is skilled and knowledgeable in identifying children who may need extra support. As a result, children receive the targeted support needed to close the gaps in their development to enable them to make good progress in their learning.

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

Unique reference number	221620
Local authority	Cambridgeshire
Inspection number	864259
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	40
Number of children on roll	63
Name of provider	Montagu Square Day Nursery Partnership
Date of previous inspection	24/09/2008
Telephone number	01480 475522

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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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