

Church Lane Day Nursery

Church Lane, Papworth Everard, Cambridgeshire, CB23 3QN

Inspection date	09/10/2014
Previous inspection date	01/10/2008

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

- Children are happy, self-assured and confident. They benefit from a dedicated staff team who know the children well and provide a good standard of care and education.
- The quality of teaching and learning is good, as staff understand how children learn and develop. This is supported through accurate assessment and planning for children to ensure they make good progress.
- Staff ensure children are safe in an environment that is secure. Staff demonstrate a good knowledge and understanding of safeguarding procedures and all other aspects of safety.
- Partnerships with parents are strong. Parents regularly contribute towards children's development records. They work together with the staff to ensure all children thrive and enjoy stimulating learning experience in the nursery and at home.

It is not yet outstanding because

- On occasions, staff do not always provide sufficient interesting and exciting resources and books in the pre-school room. This means children do not always use the areas well.

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 voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the nursery rooms and the outside learning environments.
- The inspector carried out a joint observation with the manager.
- The inspector looked at children's assessment records, planning documents and other documents including the safeguarding policy.
- The inspector checked evidence of suitability and qualifications of staff working with children.
- The inspector took account of the views of parents and carers spoken to on the day.

Inspector
Jill Hardaker

Full report

Information about the setting

Church Lane Day Nursery was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises in the area of Papworth Everard, Cambridgeshire, and is managed by Wigwam Nurseries. The nursery serves the local area and is accessible to all children. There are enclosed areas available for outdoor play, accessible from every room. The nursery opens Monday to Friday all year round. Sessions are from 6.45am until 6.30pm. Children attend for a variety of sessions. There are currently 80 children attending who are all in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The pre-school supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 18 members of childcare staff. Of these, three hold appropriate early years qualifications at level 2, eight at level 3, two at level 4, one at level 6 and two hold 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:

- extend the wide variety of interesting and exciting resources and books further, to support the pre-school children's good play and learning experiences.

Inspection judgements

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

Teaching and learning is good because staff have high expectations and understand how children learn. Children have access to a variety of toys and resources that cover all seven areas of learning in both the indoor and outdoor environments. Babies and toddlers are eager to investigate and enjoy many experiences supported by the staff. Water play is very popular with the toddlers and they enjoy filling and emptying containers. They stay at the water tray for prolonged periods, showing high levels of concentration and become engrossed in their exploration. Consequently, most children make good progress in their learning and development. Effective environments set up by the staff support children's learning. For example, children in the older toddler room look at books as they sit inside a den, they show each other the pictures and make up stories. Consequently, this promotes children's personal, social and emotional, and literacy development well. However, there are areas in the pre-school room that are not always inviting or well resourced. For example, staff do not provide any equipment to promote children's imaginative play in the playhouse and some of the books are torn and have pages missing. Consequently, children do not always access these areas and they miss some opportunities to fully extend their learning.

Staff in the pre-school room develop children's mathematical development by providing resources for pattern making and matching numbers. They support children effectively to enable them to complete patterns and praise them for their efforts. Therefore, promoting their self-esteem. Younger children begin to understand numbers as staff count blocks as they build towers and encourage them to join in with number songs and action rhymes. Consequently, children's mathematical development is good. Staff promote children's speaking and listening skills effectively. This is because they spend time involving children in discussion and conversation. The effective use of questioning enables children to think critically and solve problems. For example, staff in the pre-school room encourage children to talk about changes through the seasons. As they look at leaves, children describe what they can see such as, colour and pattern and they compare their leaves with each other. As a result, the older children hold effective discussions and sustained conversations with their peers.

Staff have a good knowledge of the learning and development requirements of the Early Years Foundation Stage. They clearly identify children's starting points and their effective planning and teaching ensures they prepare children well for the next stage in their learning. Staff members have a good understanding of their key children's development and next steps. The staff in each room make sure that the planning shows how the experiences on offer follow children's needs and interests. Parents' state staff regularly update them on their child's progress, such as through daily conversations with the key person, the open door policy of the nursery and parents evenings. The staff send home learning sheets to encourage parents to support children's learning at home. Consequently, development records contain regular updates from parent's observations at home. As a result, this promotes children's learning further.

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

Children are happy and enjoy their time at the nursery, especially in the outdoors. Staff actively use the outdoor areas to enhance the children's enjoyment of the natural environment. Children in all rooms have access to age appropriate resources, which allow them to balance, run and ride in a safe environment. Consequently, they are developing skills in knowing how to keep themselves safe. Healthy food at mealtimes and freely available water promotes children's health and well-being. Staff encourage children to be independent by washing their hands before and after eating and by dressing themselves. Children are developing good social skills, which prepare them for experiences in the wider world such as, school. For example, babies and toddlers sit together to eat their lunch, they reach out to hold hands and smile, this clearly shows their enjoyment of being together.

Staff have high expectations for behaviour and are consistent in their approach. As a result, children's behaviour is good and they develop effective friendships. Staff are good positive role models, they show respect for the children and support them well. Consequently, children feel emotionally secure and are confident, independent and self-assured individuals. Children develop strong attachments with their key-person and the staff team. Staff in the baby room ensure they prioritise babies' individual routines. Consequently, babies are happy and settled in the nursery. The staff manage transitions

within the nursery well. A familiar member of staff supports children during visits to the next room. The manager introduces children's next key-persons early in the transition process, this ensures they are fully involved in room moves and support children's well-being. The staff ensure resources and activities on offer are familiar and popular to the children when they visit new rooms. This helps them to settle, consequently, supports children's on-going learning and development.

Staff support children who speak English as an additional language and children with special educational needs and/or disabilities well. Children learn about their own and other's cultures and language as they celebrate special days and festivals. Staff learn key words in children's home language and display signs in the rooms to support children's understanding of written language. The effective use of observation and assessment ensure staff recognise any signs of emerging special educational needs and/or disabilities early. Consequently, staff work with specialist services to ensure they meet the needs of all children adequately. Staff prepare children well through the transition to school as they have very good links with local schools. Teachers visit the nursery during the summer term and the children proudly show them round all the rooms. They enjoy dressing up in school uniform and using book bags in their play. This familiarises children with some of the aspects of school, effectively promoting their emotional development and readiness for the next stage of learning.

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

The highly motivated manager demonstrates a strong drive and commitment to maintain the good standards of care and education she and the staff provide for the children. Staff have a thorough understanding of their roles and responsibilities to meet the safeguarding and welfare requirements. A robust recruitment and induction process is in place and all necessary checks are made. All staff demonstrate a clear understanding of safeguarding procedures, which are reflected in the policy. They are aware of and understand their responsibility to report any concerns they have about children. Most of the staff have a current paediatric first-aid qualification. Therefore, ensuring children's safety and security in the nursery.

The manager has a good knowledge of the skills of her staff and she gives their professional development high priority. Regular supervisions and appraisals mean that staff are constantly improving their good practice. The manager encourages staff to reflect on their practice in staff meetings. The whole staff team look at an element of the Early Years Foundation Stage and they evaluate how this works in their practice. The impact of this is evident in the nursery as staff strive to improve the service they offer to children and parents. Managers' monitoring of children's education, learning and development ensure assessments are accurate and consistent. The planning schedule shows how children's interests, development and achievements feed into the planning for their next steps in learning. Consequently, all children are making good progress in their learning and development given their starting points.

Staff work well with parents to ensure they are meeting children's individual needs.

Parents speak very highly of the provision and feel they receive excellent support from the staff. Parents discuss how much they value the learning experiences their children take part in and how they recommend the nursery to others. Staff use many differing opportunities to share information with parents. Through emails, newsletters and discussions parents exchange information with staff. This helps to promote and sustain children's good progress and development. The nursery works well with other agencies and professionals such as, the local authority, speech and language therapists and staff based in local children's centre. Close partnership working with professionals involved with children who speak English as an additional language and children with special educational needs and/or disabilities ensures children's needs are adequately met. The manager supports children's transition to school very well. She develops effective links with the schools the children are moving to and supports parents through the admissions procedure. During the summer term teachers visit the nursery to observe the children. Consequently, children talk eagerly about going to school and look forward to the move.

The Childcare Register

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

The requirements for the voluntary 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY310749
Local authority	Cambridgeshire
Inspection number	856683
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	52
Number of children on roll	80
Name of provider	Wigwam Nurseries Ltd
Date of previous inspection	01/10/2008
Telephone number	01480 830320

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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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