

# St Ives Nursery

Eastwood House, 15 Needingworth Road, ST. IVES, Cambridgeshire, PE27 5JP

<b>Inspection date</b>	14/01/2015
Previous inspection date	25/08/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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

- The relationships between children and adults are good so that children play confidently and are happily occupied. Thoughtful arrangements for children's move into new rooms prepares children well for their new learning environment.
- Managers and staff have a strong commitment to continuous improvement. They reflect on their achievements and work closely together to share ideas and extend their teaching skills.
- Children's progress in communication and language is good because staff plan and provide a broad range of enjoyable activities that support children's interests and ideas.
- Staff have a clear understanding of safeguarding and understand how to respond if a child is at risk of harm. They carry out ongoing checks and supervise the children as they play. As a result, children are kept safe.

### It is not yet outstanding because

- Staff do not always make the most of opportunities to promote children's independence, for example, by enabling them to carry out practical tasks for themselves.
- Occasionally, staff do not always give children enough time to think about and consider the answers to questions in order to maximise their thinking skills.

## 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 the children at play in all areas of the nursery.  
The inspector held a meeting with the management team to discuss management processes including monitoring of the provision, recruitment, staff qualifications and self-evaluation.
- A range of documentation was examined, including suitability checks for staff, registers, children's learning records and some policies and procedures.
- The inspector spoke to some parents on the day of the inspection and took account of the views of others through parent questionnaires and testimonials.
- A joint observation was conducted with the manager.

## Inspector

Veronica Sharpe

## Full report

### Information about the setting

St Ives Nursery was registered in 1998 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in converted premises in the centre of St Ives, Cambridgeshire. The nursery is privately owned. Children are housed over two floors and there are enclosed areas available for outdoor play. The nursery opens from Monday to Friday all year round, except for the days between Christmas and New Year. Opening hours are from 7.30am until 6pm. Children attend for a variety of sessions. The nursery employs 33 members of childcare staff. Of these, 24 hold qualifications at level 2 and 3. Three other members of staff are on training programmes. The owner of the nursery holds Qualified Teacher Status. There are currently 188 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

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

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

- consistently promote children's independence by enabling them to carry out more tasks by themselves
- enhance staff's knowledge of expert questioning so that children have time to consider their answers and fully develop their thinking skills.

## Inspection judgements

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

Staff have a clear understanding of the learning and development requirements of the Early Years Foundation Stage. They use their knowledge well to provide a broad range of enjoyable activities. These activities closely match children's interests, and therefore, enable them to make good progress in their learning. Staff routinely collect observations of children's achievements and make regular assessments to ensure their development is on track. When children are aged between two and three years old staff complete a written assessment of their development to ensure they are making expected progress. Parents contribute what they know about their children's learning, so an accurate picture of what they know is achieved. This helps to ensure any areas of delay are addressed and that achievement is recognised and built on. A further thorough assessment is carried out before children leave for school to promote their continuity of learning.

The quality of teaching is good. Staff share their ideas and reflect on their successes and

failures together. This enables them to offer children consistent learning experiences across all age ranges. Activities are a good balance of child and adult-led learning experiences. Children have ample time to freely explore the available resources. They enjoy imaginative play, such as dressing up as popular Disney characters, or pretending to make tea in the play kitchen. Staff ably extend younger children's mathematical development, for example, by supporting them to make puzzles and talking about size, shape and colour. Varied writing materials and paper give children good opportunities to extend their skills in making marks. Older children learn to recognise their names as they register their arrival and use their name cards for snack time. Younger children play with paint, sand and water, enjoyably practising their physical skills ready for early writing. Staff arouse children's curiosity well, for example, they point out a plane flying overhead, encouraging children to listen to the sound it makes. The easily accessible resources and periods of child-led play support children to develop their independence. However, staff have a tendency to do things for the children and do not always capitalise on children's independence skills. For example, when children spill water or sand during their play, staff clean up after them, rather than enabling them to do the mopping or sweeping themselves. Additionally, when staff ask children questions, occasionally, they do not always wait for children to think about the answer.

Staff develop children's communication and language well through everyday routines, such as planned and spontaneous story times. When children are drawing staff encourage children to tell them about their ideas. Staff use pictorial flash cards as talking points for small groups of children, developing their confidence in speaking out loud. Staff work closely with parents of children who speak English as an additional language. Words in other languages are displayed, and lists of phonetic key words and phrases help staff to communicate with children effectively. Children's development in their home language is monitored along with English to ensure their learning is consistent. Parents share in their children's learning through daily conversation with staff. They take home story books and have immediate access to their children's learning records.

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

Settling-in procedures help to ensure children move into the nursery with confidence. Parents are offered flexible times to visit, and can stay with their children until they are confident to be left. Staff collect good information from parents about children's care needs before they start to help children to feel emotionally secure. Babies follow their own home routines so that, once settled, they are content. Children are gently introduced to their new rooms when it is time to move on. Their key person goes with them to visit and they have times to mix with the other children, for example, they share some mealtimes. As children approach school age staff talk to them about their new school and arrange for teachers to visit. This gives children a familiar face on their first day in school. Photographs are taken of the new schools to show the children and uniforms are available for role play. As a result, children are well prepared for the next stage of their learning. Resources around the nursery are plentiful and well organised. Child-led routines during the day enable children to make their own choices and develop their own interests.

Children develop close bonds with staff, who are affectionate and caring. Consequently,

children develop their confidence and enjoy taking part in the activities. Staff teach children good manners and encourage them to share their toys and be respectful. Nursery soft toys are used to support children's good behaviour. For example, Lenny the listening lion helps children to express their feelings. Staff praise children for their kindness and hard work, enhancing their self-esteem. Children learn about safety as they move around the nursery. For example, they hold the handrails as they go up and down the stairs. Staff talk to children about essential safety procedures, such as walking indoors and they carry out the emergency evacuation procedure. As a result, children learn to keep themselves safe.

Meals are freshly prepared on site each day and take into account children's individual dietary needs. Children enjoy their meals, which are taken in small social groups. Staff monitor children's food intake and ensure portions are appropriately sized so that they have healthy amounts. Drinking water is freely available in all areas to encourage children to satisfy their thirst and keep themselves healthy. Children of all ages have daily access to the outdoor areas. They benefit from plenty of active exercise and fresh air throughout the year. Children's physical development is promoted well because staff encourage active play and provide ample resources, such as balancing equipment or sit-and-ride toys. Staff develop children's understanding of the world by taking the children for regular walks so they can explore the local area, feed the ducks, or visit local shops.

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

Staff and managers have a good understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They all attend safeguarding training regularly and review their knowledge of child protection at staff meetings. As a result, they all know how to respond to any signs of child abuse and follow the reporting procedures that help to keep children safe from harm. The nursery is secure with a key-pad entry for parents. Any other visitors have their identity checked by staff so that children play safely. Staff are conscientious about their daily checks to ensure that children have a safe environment. They supervise the children closely and deploy themselves well to provide children with the support they need. Nappy changing areas, toilets and the babies' milk kitchen are thoroughly cleaned at regular intervals during the day to promote children's health. The owner implements comprehensive recruitment procedures to ensure staff are safe and suitable. An extensive induction and mentoring programme means that staff quickly develop a broad understanding of their responsibilities. Disclosure and Barring Service numbers are recorded and available to demonstrate that all staff checks are up to date. Numerous staff hold first-aid qualifications so they can deal with any minor accidents appropriately. A training programme is underway to enable all staff to acquire first-aid qualifications to enhance children's safety. Comprehensive policies and procedures provide staff and parents with clear guidance on how the provision operates. This includes policies relating to the use of mobile phones, cameras and social network sites by staff and visitors to the nursery. This reassures parents and helps to keep children safe.

The management team has a good overview of the progress children make in their learning. Records of children's achievements are regularly checked to ensure that they all

make the progress they should. Staff make regular assessments of children's development. They know the children well and take action to address any areas of delay. They work closely with other professionals involved in children's care, such as speech and language specialists. Staff have varied experience in caring for children with special educational needs and/or disabilities. One-to-one support is offered at appropriate and staff work closely with parents to meet these children's needs. This helps to ensure all children make good progress in their learning. Staff benefit from regular supervision meetings, team meetings and peer reviews, which are used effectively to plan for targeted professional development. As a result, staff have a clear and consistent understanding of good early years teaching practice. Several staff have recently completed qualifications training, and more courses have been identified. There are regular opportunities for staff to attend short courses. For example, some have attended workshops on supporting two-year-old children who receive funding. As a result, they are better prepared to meet the needs of the more vulnerable children. Management and staff have developed effective ways to evaluate the nursery provision. They seek the views of parents and assess children's learning opportunities. This has enabled them to develop clear action plans for improvement, which have enabled the nursery to make good progress since the last inspection.

Parents are pleased with the quality of the provision. They say that staff are warm and welcoming and that the nursery has a friendly appeal. Parents receive good information about the nursery and their children's progress. Daily communication books, a parents' noticeboard and newsletters ensure parents know about their children's activities and events. Nursery staff have developed good relationships with local schools, which helps to support children's move into Reception classes when the time comes. Good links with other childcare providers means that children who attend more than one setting benefit from consistent learning experiences.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

## 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

<b>Unique reference number</b>	EY423817
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	870931
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	84
<b>Number of children on roll</b>	188
<b>Name of provider</b>	St. Ives Nursery Limited
<b>Date of previous inspection</b>	25/08/2011
<b>Telephone number</b>	01480380081

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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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