

# Buntings Nursery

Buntings Nursery, St. Francis House, London Road, BUNTINGFORD, Hertfordshire, SG9 9JL



## Inspection date

6 August 2015

Previous inspection date

28 February 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Staff deliver the learning and development requirements to a good level. Teaching is good and babies and children of all ages are making good progress. They are all displaying the abilities, skills and knowledge which are typical for their age. Children whose starting points are below usual expectations are progressing well and any gaps are narrowing.
- The close bonds and attachments between the children and the staff enable children to feel happy and safe in the nursery. Staff are knowledgeable about protecting children from harm. They provide some activities which enable children to understand how to recognise risk and how to keep themselves healthy and safe.
- Children benefit from good levels of communication between the staff and parents. These good partnerships enable staff to quickly identify children's individual needs and give the appropriate support to ensure that children's welfare and learning needs are met well.
- The management partnership and staff have high expectations for the nursery's good practice. They continuously aim high to continue to provide good care and learning for children. They effectively use observations and monitoring of staff practice and children's progress to identify areas to adapt or for further improvement.

### It is not yet outstanding because:

- Staff do not always support children in adopting good hygiene habits throughout the daily routine.
- Children are not always given the time to solve a problem or think of a response to a question before staff suggest possible answers.

## What the setting needs to do to improve further

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

- increase children's understanding of adopting good personal hygiene routines
- strengthen children's opportunities for understanding language and thinking, for example, by increasing the time given to children to respond to questions with their own thoughts and solutions.

### Inspection activities

- The inspector observed activities indoors and outside.
- The inspector examined a selection of documentation, including evidence of the suitability of staff, policies and procedures and children's information.
- The inspector took into account the views of parents and carers spoken to at the time of the inspection.
- The inspector spoke to a selection of staff and children throughout the inspection.
- The inspector undertook a joint observation with a manager.

### Inspector

Susan Parker

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Babies and children are well supported as they grow and learn. All children are making good progress towards the early learning goals. Staff provide a broad range of learning experiences both indoors and outside. Children's communication, physical development and personal, social and emotional skills are well supported. However, children's ability to understand and think about what is being said to them is not consistently promoted. Staff, occasionally, give prompts and suggest answers to questions they have asked. Staff regularly observe children and use the information to judge their progress based on their specific starting points. Toddlers and older children display the confidence and curiosity of effective learners. Their interests and ideas are valued and incorporated into learning experiences. For example, children learn about good behaviour and helping others through a superhero theme. Children are well supported to help them to move on to the next stage in their learning.

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

The skilled staff form secure bonds and attachments with children. Children show growing levels of independence, self-confidence and emotional well-being. They enthusiastically grow and harvest their own food and enjoy collecting eggs from their chickens. However, on occasion, toddlers do not have clean hands before eating their fruit snack. Older children routinely wash their hands but sometimes leave used tissues on the table top. Therefore, children are not consistently developing their awareness of the link between good hygiene and their health. The staff successfully teach children how to identify risks and manage equipment safely. Children's behaviour is very good. The staff successfully teach children how to identify risks and manage equipment safely. During physical play, children receive clear guidance to remind them when they have to stop and when they have to look out for obstacles and other children.

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

The managerial partnership and staff deliver the safeguarding and welfare requirements to a good standard. They have a robust knowledge about the action they would take if they have any concerns about children's welfare. The managers effectively monitor, mentor and observe staff performance. Any new staff undergo stringent checks and induction to ensure their suitability. Staff provide regular information for parents on how well their children are progressing. In addition, parents receive a day book and participate in regular parents' meetings which include ideas to enhance children's learning at home. Parents and carers spoken to on the day of the inspection are very complimentary about the friendliness of the staff and the level of information they receive about their children's welfare and development. Since the last inspection, the managers have improved their assessments and planning and developed a secure learning environment for children.

## Setting details

<b>Unique reference number</b>	EY362227
<b>Local authority</b>	Hertfordshire
<b>Inspection number</b>	863734
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	22
<b>Name of provider</b>	Mrs Michelle Ward and Mrs Emma Edwards Partnership
<b>Date of previous inspection</b>	28 February 2011
<b>Telephone number</b>	01763 272 868

Buntings Nursery was registered in 2007. The nursery employs 14 members of childcare staff including the owner/manager. Of these, 12 hold appropriate early years qualifications at level 3, including the manager who holds Early Years Professional status. The nursery provides funded early education for three- and four-year-old children. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 8am until 6pm.

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