

Flitwick Day Nursery

20 Steppingley Road, Flitwick, Bedford, MK45 1AJ



Inspection date

15 February 2016

Previous inspection date

18 September 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Nursery staff receive very good support from senior staff within the overall organisation. They work well as a team and have prioritised and implemented improvements. This has made a significant contribution to considerably improving the nursery since the last inspection.
- Staff attend training and use their new knowledge. Their improved understanding of behaviour management means that this is always handled consistently and staff support children well in learning to manage their own behaviour.
- Staff confidently implement good teaching methods. Their improved assessments enable them to offer children stimulating activities that interest and challenge them. Children are excited about their learning and are well prepared for school.
- Staff now work well in partnership with parents. Weekly update sheets provide parents with information about their child's development at the nursery and offer ideas for activities to build on this at home.
- Practical daily procedures support children's independence and their understanding of how to keep themselves healthy. Children learn to wipe their own noses, washing their hands afterwards and using a mirror to check their faces are clean.
- The manager uses improved procedures to note weaker areas of learning. Staff now offer children additional activities that support the development of their language skills.

It is not yet outstanding because:

- Staff do not always make full use of daily play opportunities to support children in developing their critical-thinking skills to the maximum.
- Staff do not always offer as many outdoor learning opportunities, in order to fully extend the development of younger children who prefer to learn in this environment.

What the setting needs to do to improve further

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

- extend the opportunities for children to think critically during daily activities and discussions
- enhance the use of the outdoor area to offer younger children who prefer to learn outside further play and learning opportunities.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the assistant manager. She spoke to the staff and children at appropriate times throughout the inspection.
- The inspector held meetings with the assistant manager, the nominated person and the company's Early Years Development and Improvement Manager. She looked at relevant documentation, such as the nursery's self-evaluation and evidence of the suitability of staff.
- The inspector spoke to a small number of parents during the inspection and took account of their views. She also read written feedback from parents.

Inspector

Kelly Eyre

Inspection findings

Effectiveness of the leadership and management is good

The nursery's new managers use their childcare qualifications well to demonstrate good practice. They offer staff frequent supervision so that all are now fully aware of their roles and are supported in developing their practice. Managers have formed trusting, professional relationships with staff, working in partnership with them to successfully address the previous inspection actions. For example, appropriate staff ratios are maintained and there is a clear record of staff qualifications, thus ensuring requirements are met. Managers and staff work well together to evaluate their work and to continue to implement improvements. Arrangements for safeguarding are effective. Staff receive regular training and understand how to report any concerns about children. They make sure that all accidents are recorded and reviewed. Good procedures for working with other childcare providers ensure that children move smoothly between settings.

Quality of teaching, learning and assessment is good

Staff join in enthusiastically with children's play, helping them to extend this. For example, children look for items of a stated colour on a colour hunt. A staff member joins them and encourages their counting skills as they decide how many items of each colour to find. However, staff do not always extend children's opportunities to develop their critical-thinking skills as much as possible during adult-led activities. Staff now confidently use children's interests as a way of extending their learning. They use children's love of pretend play in the home corner to help promote their finer physical skills. Children thoroughly enjoy using tools, such as tongs, to pick up play food. They then use the tongs to pick up small construction pieces, putting these on the scales and comparing the weights. Staff make good use of simple sign language with children of all ages. This is one of the ways they support children to communicate and develop their language skills.

Personal development, behaviour and welfare are good

The improved key-person system means that staff work well with parents. They obtain thorough information about children's needs, using this to help children settle and to plan initial activities. Children respond to the caring staff and quickly build secure bonds with them. Children eagerly participate in activities, such as action rhymes and moving to music that support their physical development. Staff now conscientiously implement good hygiene routines to ensure that children's health is promoted. Practical activities, such as looking at maps and discussing holidays and lifestyles in other countries, promote children's awareness of differences and help them to appreciate diversity. Staff and children review activities, discussing the methods and resources and how these can be used in other situations. This supports children in understanding their learning and in transferring their skills. Staff's sensitive praise and encouragement build children's confidence and positive attitudes, and they are emotionally secure in readiness for school.

Outcomes for children are good

Practical, well-embedded improvements mean that all children now make good progress in their learning. Staff support children well, helping them to develop the skills that underpin their ability to learn and prepare them for school.

Setting details

Unique reference number	EY486612
Local authority	Central Bedfordshire
Inspection number	1029292
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	84
Number of children on roll	57
Name of provider	Davidson-Roberts Limited
Date of previous inspection	18 September 2015
Telephone number	01525 718866

Flitwick Day Nursery was registered in 2015. The nursery employs 16 members of childcare staff. Of these, six hold appropriate early years qualifications at level 2 and eight hold qualifications at level 3 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 7pm. The nursery provides funded early education for two-, three- and four-year-old children.

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