

Bumpkins Nursery

Bridge Street, Royston, SG8 5SQ



Inspection date

9 August 2016

Previous inspection date

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Practitioners support children extremely well. Babies get plenty of cuddles and comfort from their key person, helping them to settle into their new nursery environment. Practitioners working with the older children use their excellent imagination to support children's enjoyment and extend their learning during pretend play.
- Parents speak highly of the team and their children's experiences at nursery. They compliment practitioners on their positive attitude to their work. Parents value the very good communication that keeps them informed of children's daily experiences.
- Children learn about health and hygiene from an early stage. Practitioners routinely explain, using appropriate language, why they are changing nappies, very gently applying sun cream and helping children to put their hats on ready to go outside.
- Managers provide plenty of support through training, coaching and supervision to help practitioners develop their skills, in order to enhance the daily experiences for all children.
- All practitioners demonstrate their dedication to developing their practice and the service for children. Leaders and managers show a strong capacity for sustaining improvements. They are embedding new systems for recording children's progress making sure this is done in a way that supports practitioners and engages parents.

It is not yet outstanding because:

- Children who speak English as an additional language, do not always have as many opportunities as possible to develop their confidence in using speech as part of their play and interaction with others.
- Practitioners have not been as successful as they hoped in quickly building on the relationships with other settings that children attend, in order to better support children's learning.

What the setting needs to do to improve further

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

- build on the provision for children who speak English as an additional language to offer more opportunities for them to gain confidence in using speech in their play and interaction with others
- explore further ways to strengthen the partnerships with other early years settings that children attend in order to gather a more detailed and rounded picture of children's progress.

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 two joint observations with the nursery manager.
- The inspector looked at relevant documentation, including the nursery's self-evaluation, policies, children's progress records and evidence of the suitability of the practitioners.
- The inspector spoke to children and practitioners at appropriate times throughout the inspection. She met with the senior management team.
- The inspector spoke to a number of parents during the inspection, looked at emails sent in and took account of the views expressed.

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management is good

The nursery benefits from effective teamwork with very good support from leaders and managers. The robust recruitment and induction procedures ensure the suitability of practitioners and help them to quickly develop a clear understanding of their responsibilities. Good attention to health and safety issues ensures a secure environment for all. The arrangements for safeguarding are effective. Practitioners have a comprehensive understanding of the possible signs that give cause for concern about children's well-being. Several practitioners are training to achieve recognised childcare qualifications. Managers make effective use of children's assessments to keep track of their progress. Parents are involved in their children's life at nursery. Practitioners encourage parents to share information about the children at the start, and invite further input to support their ongoing assessment of children's progress.

Quality of teaching, learning and assessment is good

Practitioners consistently offer good quality teaching that supports children's learning through play. The activities indoors and outside interest and engage children. There is plenty of child-led planning. Practitioners use their daily observations to help them provide a precise range of experiences that enables children to work on their developing skills. Children's interests are at the heart of teaching. Practitioners help children to develop their hand control and grip in preparation for learning to write as they paint using cotton buds. The children decide which hand to use and the practitioner observes their grip, in order to identify those who need guidance. Babies explore the world around them with the varied sensory play. They investigate how different things feel and make noises with musical toys. Outside, a group of children wash the dolls. Practitioners prepare the activity well, making sure dolls have paint on them for children to wash off.

Personal development, behaviour and welfare are good

Practitioners and the kitchen team, pay close attention to children's dietary needs. There are plenty of checks in place to ensure children with dietary restrictions only eat food that is appropriate for their needs. Children are enthusiastic about the meals and snacks. They learn about the importance of making healthy choices aided by a varied and tempting menu. Children behave well; practitioners are consistently calm and reassuring in their interactions with children. Babies settle to sleep well. There is daily outdoor play and practitioners effectively manage the challenge of not having direct access to the garden from all rooms. They make good use of the local environment and children enjoy seeing the tractors and combine harvester as they pass by the windows.

Outcomes for children are good

Children are making good progress from their individual starting points. Practitioners support them effectively as they make the gradual move into the next group room. Children quickly find their feet and continue to build on their skills. Children develop a love of books from an early age. They look at picture books with their key person and read stories in small groups. Children acquire good number skills as they learn to count and share. Children are prepared for the next stage in their learning, such as pre-school.

Setting details

Unique reference number	EY492832
Local authority	Cambridgeshire
Inspection number	1025893
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	103
Name of registered person	Outstanding Nursery Care Limited
Registered person unique reference number	RP534848
Date of previous inspection	Not applicable
Telephone number	01223 208666

Bumpkins Nursery was re-registered in 2015 following a change in ownership. The nursery employs 31 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for two- and three-year-old children. The nursery supports children who speak English as an additional language.

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