

Bumpkins Nursery

Meldreth Road, Whaddon, Royston, SG8 5RR



Inspection date	10 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 put in place what they have learnt in training to improve the quality of teaching. For example, they use effective techniques to support children's thinking and problem-solving skills. They consistently give children the time to process their thoughts and ideas before moving on to the next interaction.
- Practitioners support children very well in making independent choices about their learning. They benefit from being able to easily locate the things they need. The labels on storage units, in picture and print, help children to find what they need. In addition, it is furthering the older children's interest in reading.
- Partnerships with other professionals are highly successful. Speech and language therapists report excellent relationships with practitioners at the setting. They commend the team for the effective work they do with the children between visits.
- Practitioners support children's communication skills well. They offer children plenty of opportunities to use their speech in play. They help them to learn new words and further support children by using signing to aid communication.
- Managers encourage and facilitate all members of the team to reflect on their practice and to contribute to setting targets for continuous improvements.

It is not yet outstanding because:

- Practitioners working with the younger pre-school children do not always support them in being able to fully understand the impact of their behaviour on others as they learn to adapt and moderate their own behaviour.
- Not all children have sufficient support and opportunities to develop their hand control and dexterity as they gain skills in preparation for early writing.

What the setting needs to do to improve further

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

- help younger pre-school children to modify their behaviour and understand what is expected of them
- enhance children's opportunities to develop their dexterity and build on their hand control.

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 manager.
- The inspector looked at relevant documentation, including the nursery's self-evaluation, policies, children's progress records and the evidence of the suitability of the practitioners working with the children.
- The inspector spoke to children and practitioners at appropriate times throughout the inspection. She held short meetings with managers and the speech and language therapist.
- The inspector spoke to parents during the inspection and took account of their views.

Inspector

Alison Reeves

Inspection findings

Effectiveness of the leadership and management is good

The qualified team is organised and ensures a safe environment for children. The arrangements for safeguarding are effective. Practitioners recognise the possible causes of abuse. They have a secure understanding of the action that is required from them in order to protect children. The high number of practitioners with a paediatric first-aid qualification ensures that there is always someone on hand to take action whenever accidents happen. Team meetings and individual supervision sessions help practitioners to focus on their professional development. Managers gain useful knowledge about aspects of the work where practitioners need support. Managers track children's progress. They identify those who are not making expected progress at the earliest opportunity and secure extra help for them. Parents speak very highly of the team. They commend them for the very good quality of the support they receive and the very positive relationships.

Quality of teaching, learning and assessment is good

Children thoroughly enjoy the opportunities for outdoor learning. They enthusiastically make a treasure map and lead others around the field as they follow the trail. Children look for the wild rabbits that practitioners have seen. They investigate the area closely for any signs, eventually deciding that it is too dark to see under the pallets, and that it might be too noisy for the rabbits. Children make plans with practitioners to bring some food suitable for rabbits the next day to see if this will entice them to come out. Children get very involved in the enthusiastic, active storytelling. Practitioners help children to use large areas of the room as they all participate, joining in with actions and repeated familiar phrases. Children are also keen to use books as part of their learning. They readily choose factual books that help them learn about the natural world. Practitioners make regular observations of children as they play. These are used to plan further interesting experiences that help children to build on their skills.

Personal development, behaviour and welfare are good

Children build strong relationships with their key person, other practitioners and their peers. The majority of them behave extremely well. The older children have learnt what is expected of them. They are good at sharing and understand the need to take turns with popular activities and resources. All children understand the importance of washing their hands after outdoor play and before eating the delicious, nutritious meals. They enjoy being independent and take pride in being responsible as they help with small tasks. Children enjoy learning about the world, as they celebrate many festivals and special days from across the globe.

Outcomes for children are good

All children are making good progress. Those whose development is below expected levels are well supported to make the best possible progress. Children who have special educational needs or disability are doing well and the input of additional focused teaching has a positive impact on their levels of attainment. Children who use English as an additional language rapidly gain confidence and are competent in their use of English. Children are well prepared for school.

Setting details

Unique reference number	EY492830
Local authority	Cambridgeshire
Inspection number	1030124
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	3 - 5
Total number of places	46
Number of children on roll	47
Name of registered person	Outstanding Nursery Care Limited
Registered person unique reference number	RP534848
Date of previous inspection	Not applicable
Telephone number	01223 208777

Bumpkins Nursery was re-registered in 2015 following a change of ownership. It is one of two nurseries in the village operated by the same provider and caters for children of pre-school age. The nursery employs eight childcare practitioners. Of these, seven hold appropriate early years qualifications at level 2 and above. The nursery opens from Monday to Friday throughout the year. Sessions are from 7.30am until 6.30pm. The nursery provides funded early education for three- and four-year-old children. They also support children who have special educational needs or disability and children who use English as an additional language.

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