

Inspection date	19 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

- Children are provided with a warm, welcoming and stimulating learning environment in which they are happy and motivated to learn.
- Staff routinely observe and assess children's play and learning. This helps them to plan for children's next steps and to effectively support their individual learning.
- Partnerships with parents are very strong. Staff actively involve parents from the earliest opportunity and parents share children's achievements from home. Parents speak highly of the staff and the positive difference the nursery has made to their child's learning and development.
- Staff promote children's positive behaviour. They act as good role models and routinely use praise and encouragement. Children play well together. They respect and value the views of others.
- Leaders and managers are enthusiastic and motivating. Consequently, the staff team has high aspirations for the good quality and ongoing development of the nursery. This approach contributes towards the good progress that children are making.
- Partnerships with schools and other early years settings are good. Children meet with their teachers prior to starting school. Effective systems are in place to share information with other settings that children also attend.

It is not yet outstanding because:

- Staff do not always make the best use of opportunities for younger children to practise their early writing skills and experiment by making marks.
- Staff attending to babies' personal care routines do not always consider the children's engagement in activities before interrupting their play to complete their duties.

What the setting needs to do to improve further

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

- provide more opportunities for younger children to spontaneously experiment by making marks during their play and practising their early writing skills
- review the organisation of routines in the baby room to acknowledge children's engagement in their play and minimise the risk of interruption to their learning.

Inspection activities

- The inspector observed the quality of teaching and the impact this has on children's learning, in both the indoor and outside learning environment.
- The inspector and the manager conducted a joint observation.
- The inspector held a meeting with the manager, and spoke to members of staff and children at appropriate times throughout the inspection.
- The inspector looked at children's records, planning documentation, and a range of other documentation, including policies and procedures to safeguard children's welfare.
- The inspector checked evidence of the suitability and qualifications of staff working with children, and the provider's self-evaluation and development plans.
- The inspector spoke to a selection of parents during the inspection and took account of their views.

Inspector

Linda Newombe

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers have high expectations for the setting and the service they provide. Self-evaluation accurately identifies areas for improvement. They regularly reflect on and take into account the views of staff, children, and parents. Safeguarding is effective. All staff have a good understanding of how to keep children safe. They know the procedure to follow if they have any concerns about a child's well-being. The ongoing suitability of staff and the quality of their teaching is monitored through supervisions and a programme of training and professional development. Staff are well qualified and they have undertaken a range of different training courses. This has a positive impact on outcomes for children. Parents speak very highly of the staff and how well their children have settled. They particularly like the rural location and the outdoor activities that the nursery offers.

Quality of teaching, learning and assessment is good

Staff know the children really well. Staff make good use of children's growing curiosity and interest in the world around them. Children find out about the different animals on the farm. They collect eggs from the chickens and know that eggs hatch into chicks. Staff use routine conversation and excellent questioning techniques to encourage older children to extend their thinking and progress their learning. Children's mathematical skills are promoted well. Staff routinely extend children's understanding of number, shape, and size during play. Children use tools to roll out and cut dough. They count how many pieces they have and compare the different shapes and sizes. Babies and younger children dance and join in with familiar songs. They enjoy playing with different sized balls and exploring natural resources. They develop their interests in books as they select a favourite story and eagerly share this with a member of staff.

Personal development, behaviour and welfare are good

Children are happy and move around the nursery and the outside spaces with confidence. Staff take time to listen to children when they talk and they value their thoughts and opinions. They praise children's efforts to boost their self-esteem and confidence. Babies have space to move about, crawl and walk. They form close attachments with the staff, who sit at their level and join in with their play. Children have daily opportunities to be physically active as they enjoy plenty of time outside exploring the farm and fields around the nursery. Staff teach children about keeping themselves safe. Children listen carefully when staff are talking and follow instructions well.

Outcomes for children are good

Children make good progress across all areas of their learning and development. They learn important skills that help them with their future learning and prepares them in readiness for starting school. Children listen to instructions, take turns and show empathy towards each other. Children's speaking and listening skills are good. They show confidence when speaking with each other and to adults and visitors.

Setting details

Unique reference number	EY483094
Local authority	Bedford Borough
Inspection number	1001148
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	0 - 4
Total number of places	34
Number of children on roll	59
Name of registered person	Mill View Farm Limited
Registered person unique reference number	RP907343
Date of previous inspection	Not applicable
Telephone number	01933626547

Grassroots Nursery was registered in 2014. The nursery employs 12 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 3 or above and one holds early years professional status. The nursery is open from 7.30am to 6.30pm, Monday to Friday, all year round, except for bank holidays and a week at Christmas. The nursery provides funded early education for two-, three- and four-year-old children.

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