

Gamlingay Day Nursery

Gamlingay Community Eco Hub, Stocks Lane, Gamlingay, SG19 3JR



Inspection date	9 February 2017
Previous inspection date	25 October 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Inadequate	4
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- Staff in the pre-school area do not make the most of what they know about individual children's stages of development. This means that staff are not always able to target planning for individual children to help them to learn to a good level.
- The provider has not ensured that any member of staff working with babies has received training that specifically addresses the care of babies.
- Staff do not always share enough information with parents on how children are learning and developing, in order to promote continuity in children's learning at home.
- Children in the pre-school area are not consistently given opportunities to develop their early writing skills.

It has the following strengths

- Since the last inspection, the management team has started to embed effective improvements. Managers now hold regular supervision meetings to monitor staff's practice and have started to identify their ongoing professional needs. Progress checks for children aged between two and three years are now securely in place.
- Children enjoy learning in the well resourced outdoor environment. They benefit from physical activity as they play chasing games. Staff help them to understand how words carry meaning as they follow steps on a recipe card in the mud kitchen.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
■ improve the use of information gained from observations and assessments of children's development, in order to more effectively identify and target learning experiences that promote children's good progress	10/03/2017
■ ensure that at least half of all staff who work with children under two years of age receive training that specifically addresses the care of babies.	10/03/2017

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

- provide parents with more consistent information on how their children are developing in order to promote continuity in learning at home
- provide pre-school children with further opportunities to develop their early writing skills.

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 spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Jill Hardaker

Inspection findings

Effectiveness of the leadership and management requires improvement

The newly appointed manager is working hard to embed changes to many of the nursery's procedures. She is also working closely with the local authority adviser and all staff are committed to continuous improvement. However, recent staff changes mean that those who now work with babies have not received specific training to help them to understand how babies develop and learn. The arrangements for safeguarding are effective. All staff use training to update their knowledge of how to recognise and deal with concerns about children's welfare. They are aware of their responsibility to pass on any concerns to the nursery's designated person or other relevant agencies. The managers have procedures in place to check children's progress. However, they do not consistently ensure that planning for individual children is undertaken by key persons.

Quality of teaching, learning and assessment requires improvement

At times, staff are not aware of what children need to learn next, in order to identify specific learning opportunities and promote their good progress. This is especially so in the pre-school area. Children engage well in activities and benefit from positive interactions with staff. Toddlers enjoy sharing books with adults and point at pictures that interest them. Babies have a wide range of natural resources to explore. They sit in trays of cereal, exploring with their hands and feet. Older children learn about the world as they discuss seasons and weather patterns with staff. Parents report on some recent improvements in communication between themselves and staff. However, they feel most of the information they are given is not relevant, as it does not enable them to have a good enough understanding of how their children are developing.

Personal development, behaviour and welfare require improvement

Although no staff member has received training on working with babies, their individual needs are being met. Babies sleep when they need to and are very regularly checked by attentive staff. Children are encouraged to become independent and manage their own needs. They use knives to cut up vegetables for snack and skilfully pour drinks. Staff help children to learn about safety. For example, they talk to them about the danger of hot ovens as they play in the mud kitchen. The manager has recently provided older children and parents with information on how to keep themselves safe when using the internet at home. Children understand how to look after themselves in cold weather. They encourage each other to wear hats and run around to keep warm. Staff help children to learn to share and show respect for each other, helping to promote children's good behaviour.

Outcomes for children require improvement

Planning for children's learning is not yet thorough enough to make sure children are making consistently good progress from their individual starting points. Some pre-school children show an interest in writing their name. However, they are not always provided with sufficient opportunities or resources to regularly practise their early writing skills. Despite this, children are gaining some skills to support their future learning. Children preparing to move to school are learning to count and complete puzzles. Younger children are supported to develop their physical skills and are becoming confident communicators.

Setting details

Unique reference number	EY444564
Local authority	Cambridgeshire
Inspection number	1078001
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 - 10
Total number of places	45
Number of children on roll	95
Name of registered person	Davidson-Roberts Ltd
Registered person unique reference number	RP911128
Date of previous inspection	25 October 2016
Telephone number	01767 651464

Gamlingay Day Nursery was registered in 2012. The setting is open each weekday from 7.15am until 6pm all year around. The nursery employs 12 members of staff, of whom nine hold appropriate early years qualifications at level 2 or above.

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