

# New Beginnings Nursery

5 New Road, Bourne End, Buckinghamshire, SL8 5BQ



## Inspection date

1 August 2017

Previous inspection date

18 February 2014

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Good	2
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

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

- The quality of teaching is variable and not all children make the progress of which they are capable.
- Staff do not use observation and assessment effectively to accurately identify where each child is in their learning and what they need to learn next. Planned activities do not all offer sufficient challenge to build on what children know and can do.
- Although the new leaders have identified inconsistencies in the quality of teaching, the use of observation and assessment, and the quality of the information shared with parents, they have had insufficient time to implement all plans for improvement.

### It has the following strengths

- The new leaders have worked successfully with staff to improve safeguarding practice and to raise the quality of children's care and well-being.
- Children follow good hygiene routines. Their dietary, physical and emotional needs are met well. They have regular opportunities for exercise and outdoor play. Staff create a nurturing atmosphere and understand their responsibility to keep children safe.
- Parents comment positively about the care their children receive and about initiatives introduced to encourage them to support their children's learning at home. For example, they say they value the book activity scheme and enjoy sharing the stories with their children.

## What the setting needs to do to improve further

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

	<b>Due Date</b>
<ul style="list-style-type: none"> <li>■ develop a more accurate approach to observing and assessing children's progress to gain a clear picture of where each child is in their learning</li> </ul>	15/09/2017
<ul style="list-style-type: none"> <li>■ ensure that staff use what they know about children's interests and abilities to plan challenging activities and experiences that promote children's further learning</li> </ul>	15/09/2017
<ul style="list-style-type: none"> <li>■ provide effective support and training for staff in order to drive improvements in the quality of teaching.</li> </ul>	15/09/2017

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

- explore more effective ways of sharing information about children's progress with their parents.

### Inspection activities

- The inspector spoke to a number of parents during the inspection and took account of their views.
- The inspector completed a joint observation with the acting manager.
- The inspector held a meeting with the management team.
- The inspector looked at a number of documents, including first-aid certificates, qualifications, accident reports, risk assessments and learning journals.
- The inspector observed the quality of teaching and support for children's learning during activities for children of all ages.

### Inspector

Jameel Hassan

## Inspection findings

### **Effectiveness of the leadership and management requires improvement**

The new leaders recognise that the provision requires improvement. In the short time they have been in post they have made some positive improvements. Thorough risk assessments are completed and safeguarding policies and documentation for the safe management of the provision have been reviewed and updated. They have improved staff's knowledge of safeguarding matters. Safeguarding is effective. However, leaders have not yet implemented plans to improve the quality of teaching and outcomes for children. They know that they need to do more to support staff to develop their practice.

### **Quality of teaching, learning and assessment requires improvement**

Staff do not make consistent and effective use of information they gain from their observations of what children can do. Planning does not consistently focus on the next steps for children's individual learning. Some activities lack challenge and staff sometimes miss opportunities to extend children's learning. Overall, staff are quite good at supporting children's literacy skills, communication and language. Children enjoy story time. For example, a group of young children attentively listened to a story. They copied the repetitive language and performed actions with excitement. Older children have some good opportunities to use their imagination, explore and develop their own ideas.

### **Personal development, behaviour and welfare are good**

Staff create a caring environment which helps children to settle quickly. Staff take good care to promote children's physical and emotional needs. Children have good opportunities to learn outside and be active in the garden. Children are taught the routines of the nursery and they behave well. Older children share resources really well, letting younger children join in their activities. Parents report that they get good support from their children's key person. They know what their children have done each day and receive some information about their children's progress. Children are encouraged to be independent. For example, they are aware of their own needs and visit the toilet and wash their hands independently. Mealtimes are social occasions. Children sit and talk together. They are encouraged to feed themselves from a young age.

### **Outcomes for children require improvement**

Children enjoy their time at the nursery and gain some useful skills to prepare them for the next stage in their learning. However, they do not all make consistently good progress in their all-round learning. Young children develop their physical and early writing skills, for example, as they engage in painting activities. They show increasing confidence to communicate their needs and enthusiastically join in activities. However, because activities are not tailored to children's individual needs, older children in particular do not make the progress of which they are capable.

## Setting details

<b>Unique reference number</b>	EY309255
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	1068764
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	New Beginnings Day Nursery Limited
<b>Registered person unique reference number</b>	RP906200
<b>Date of previous inspection</b>	18 February 2014
<b>Telephone number</b>	01628 527717

New Beginnings Nursery registered in 2005. It is privately owned and operates from open-plan premises in the village of Bourne End, in Buckinghamshire. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. The nursery receives funding for the provision of free early years education for children aged two, three and four years. The provider employs nine members of staff; of these, six hold appropriate early years qualifications at level 2 and above. The manager has an early years foundation degree.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

