The quality and standards of the early years provision

<table>
<thead>
<tr>
<th>The quality and standards of the early years provision</th>
<th>This inspection: Good</th>
<th>Previous inspection: Good</th>
<th>2</th>
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</thead>
<tbody>
<tr>
<td>Effectiveness of the leadership and management</td>
<td>Good</td>
<td></td>
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<tr>
<td>Quality of teaching, learning and assessment</td>
<td>Good</td>
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<td>2</td>
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<tr>
<td>Personal development, behaviour and welfare</td>
<td>Good</td>
<td></td>
<td>2</td>
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<tr>
<td>Outcomes for children</td>
<td>Good</td>
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</table>

Summary of key findings for parents

This provision is good

- Leadership and management of the setting are strong. They are ambitious and communicate their high expectations to practitioners. Development plans and reflective practice provides a continued improvement in the quality of the provision.
- Practitioners recognise the uniqueness of each child in their care. The enthusiastic and very caring team ensures children's needs are well met. Children successfully develop a strong sense of security, confidence and trusting relationships with practitioners.
- Practitioners have a very good knowledge of how children learn and develop. They know children well and understand each child's characteristics, starting points in their learning and their ongoing development needs.
- Children's health, physical development and well-being are promoted effectively. There is a very good focus on play in the outdoor environment. All children explore the outdoor space with enthusiasm and excitement, and develop physical skills and confidence.

It is not yet outstanding because:

- Procedures to monitor and track the progress of all groups of children are not fully developed, to raise their achievement to the highest level.
- Practitioners' professional development is not yet specifically focused on raising the quality of teaching to an outstanding level.
What the setting needs to do to improve further

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

- extend the arrangements for monitoring the progress of identified groups of children, to target provision and teaching even more precisely
- sharpen the focus on practitioners' professional development to raise the good quality of teaching to the next level.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outside, and assessed the impact this has on children's learning.
- The inspector spoke to practitioners and children at appropriate times during the inspection.
- The inspector carried out a joint observation with a manager.
- The inspector held a meeting with the managers. She looked at relevant documentation, such as development plans, a sample of policies and procedures, children's records and evidence of the suitability of staff working in the setting.
- The inspector took account of the views of parents spoken to on the day of inspection.

Inspector
Jackie Nation
Inspection findings

**Effectiveness of the leadership and management is good**

Safeguarding is effective. Practitioners have a very clear understanding of how to keep children safe. They undertake relevant training and know what to do in the event of a concern about a child's welfare. This includes their duty to prevent children from being drawn into situations that may put them at risk of harm. The premises are secure, practitioners are well deployed, and they are vigilant and supervise children well. There are good procedures in place to check practitioners' suitability for their role. Effective systems are in place to monitor the quality of teaching and learning. Managers and practitioners keep a close check on children's progress and this is shared with parents. Managers support children and families well, and partnerships with parents and other professionals are strong. Practitioners work very closely with parents and share information and ideas to support children's learning at home. Parents speak very positively about the nursery and the practitioner team. They comment on their children's progress, and how well their confidence and language has developed.

**Quality of teaching, learning and assessment is good**

Practitioners are well qualified and experienced, and have a secure understanding of how to promote children's learning. They provide a wide range of challenging and enjoyable experiences based around children's learning needs. Children's communication and listening skills are fostered very effectively. Practitioners use their good teaching skills to engage children in conversations, look at books, listen to stories and ask questions to challenge their thinking. Children thoroughly enjoy being outdoors, splashing in puddles and making marks in the sand and glitter tray. Children are fascinated by the rain and the sound it makes. They eagerly collect the dripping water in jugs and pans, and practitioners show them how to use a funnel and pour the water into another container. Children use their imagination and creative skills well. They pretend to cook pancakes, manipulate dough, and enjoy cutting and sticking activities and building with bricks.

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

Practitioners are very good role models. They speak to children kindly and with respect. Positive behaviour is encouraged and children are praised in their achievement. Children learn to share, use good manners and help tidy up. Children are proud of their many achievements through the day, including drawing a fire engine and being able to cut their fruit at snack time. This is an inclusive nursery where managers and practitioners take an active role in working with parents, other professionals and agencies. This ensures that children receive any additional support that they may need to achieve well.

**Outcomes for children are good**

Children make good progress in their learning and develop important skills to help prepare them in their next phase in learning, including their eventual move to school. Children participate enthusiastically in activities and maintain good levels of concentration during play. They learn about numbers and counting, and letters and the sounds they represent. Children learn about the world around them and the needs of others. They become independent in managing their own personal care needs.
Setting details

<table>
<thead>
<tr>
<th><strong>Unique reference number</strong></th>
<th>EY386639</th>
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<tbody>
<tr>
<td><strong>Local authority</strong></td>
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<td><strong>Inspection number</strong></td>
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<td><strong>Type of provision</strong></td>
<td>Full-time provision</td>
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<td><strong>Day care type</strong></td>
<td>Childcare - Non-Domestic</td>
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<td><strong>Registers</strong></td>
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<td><strong>Age range of children</strong></td>
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<td><strong>Total number of places</strong></td>
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<td><strong>Number of children on roll</strong></td>
<td>31</td>
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<tr>
<td><strong>Name of registered person</strong></td>
<td>Bartlemas Nursery School Governing Body</td>
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<tr>
<td><strong>Registered person unique reference number</strong></td>
<td>RP528669</td>
</tr>
<tr>
<td><strong>Date of previous inspection</strong></td>
<td>6 November 2014</td>
</tr>
<tr>
<td><strong>Telephone number</strong></td>
<td>01865 245 768</td>
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Bartlemas Daycare, Union Site registered in 2009. It is managed by Bartlemas Nursery School Governing Body. The nursery is open from 9am until 3pm on Monday to Friday, during school term times. There are seven staff, five of whom hold relevant qualifications from level 2 to level 5. The nursery provides funded early education for two-, three- and four-year-old children.

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