

Hedgeland Nurseries

Community Hall, Hornbeam Close, Leighton Buzzard, LU7 3FE



Inspection date

Previous inspection date

19 April 2018

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

- The manager supports staff well and they use effective teaching methods. They offer children an interesting variety of activities that support them in making good progress in their learning.
- The manager continuously checks children's progress and quickly addresses any weaker areas. Staff now offer children further opportunities, such as small-group activities, which support them in developing their communication skills.
- Staff support parents well in extending their children's learning and development. For example, they offer guidance on developmental issues and provide information about activities so that parents can build on their children's knowledge.
- Staff talk sensitively with children and help them to understand their feelings and manage their behaviour. Children mirror the calm, positive attitudes of staff and treat one another kindly and with respect.
- The manager, owner and staff complete further training and put their new knowledge into practice. Staff now make greater use of visual prompts to help children understand the daily routines and make independent choices.

It is not yet outstanding because:

- On occasion, some of the most-able children are not offered as much challenge as possible to promote their development to the full.
- Staff do not always gather and use updates from parents about their children's development at home in order to fully inform the activity planning.

What the setting needs to do to improve further

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

- develop the good planning procedures even further to ensure that the most-able children are always sufficiently challenged
- extend the methods for parents to provide information about their child's learning and development at home, and make further use of this to enrich the planning.

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 talked with staff and children at appropriate times throughout the inspection. She completed a joint observation with the manager.
- The inspector held a meeting with the nursery manager and the owner. She looked at relevant documentation, discussed the nursery's self-evaluation and saw evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views.

Inspector

Kelly-Anne Eyre

Inspection findings

Effectiveness of the leadership and management is good

The manager makes good use of her qualification to inform her work and offer staff effective supervision. The owner works with staff to thoroughly evaluate all areas of the nursery and to continue to develop it. For example, the introduction of a summer club helps to maintain children's learning and their familiarity with the setting over the longer holidays. Arrangements for safeguarding are effective. Staff complete individual and group training in order to maintain a good knowledge of local procedures and national initiatives. They understand how to report any concerns about children's welfare. Robust recruitment procedures ensure all staff are suitable to work with children. Additionally, all accidents are appropriately recorded and reviewed, further promoting children's safety and welfare. Staff work well with other professionals and childcare settings that children attend. This helps to ensure that children's needs are recognised and consistently met.

Quality of teaching, learning and assessment is good

Staff use resources well as a way of supporting the development of children's knowledge. For example, children learn about life cycles as they observe caterpillars developing into butterflies. They extend their reading skills and creativity as they look at associated books and draw their own illustrations. Staff also make good use of everyday activities to extend children's learning. For example, children play hopscotch and eagerly name the numbers, colours and shapes as they play. Children enjoy many opportunities that support them in learning to explore and experiment. They play with ice and powder paint, noting how the ice melts and mixes the paint colours. This inspires them to mix their own colours in the tray and they are enthralled as they lay pieces of paper over this and note the patterns made. Staff interact well with children and encourage them to extend their thinking. For example, children note differences and talk about being unique as they describe the colour of their eyes and colour, texture and length of their hair.

Personal development, behaviour and welfare are good

Staff use the key-person system well and gather clear initial information from parents about children's needs. They make practical use of this information to help children settle and to build warm relationships with each child. Children develop their physical skills and gain a good understanding of the relevance of healthy lifestyles. For example, they stretch, run and crawl as they eagerly join in with parachute games. Children participate in role play relating to dentists and use model teeth to help them learn about oral hygiene. Staff know each child well and sensitively praise their efforts and achievements. This helps build children's confidence and promotes their positive attitudes to learning.

Outcomes for children are good

All children make good progress and develop the skills they need for school. Children work well together. For example, they play a shopping memory game, eagerly awaiting their turn and helping each other to remember where each item is. Staff talk clearly and engage children in discussions. This particularly supports children who have special educational needs and/or disabilities and they make good progress in their learning.

Setting details

Unique reference number	EY496053
Local authority	Central Bedfordshire
Inspection number	1039734
Type of provision	Sessional provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	30
Number of children on roll	50
Name of registered person	Shenal De Vass Gunawardena
Registered person unique reference number	RP903007
Date of previous inspection	Not applicable
Telephone number	01525379678

Hedgeland Nurseries registered in 2016. The nursery employs 10 members of childcare staff. Of these, two hold appropriate early years qualifications at level 2, and five hold qualifications at level 3 or above, including one with qualified teacher status. The nursery opens from Monday to Friday during term time. Sessions are from 9am until midday and from midday to 3pm. There is a lunch club from midday to 1pm. The nursery provides funded early education for two-, three- and four-year-old children.

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