

Buntings Nursery

St. Francis House, London Road, BUNTINGFORD, Hertfordshire SG9 9JL



Inspection date	12 September 2018
Previous inspection date	6 August 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

The provision is good

- The management team ensure that self-evaluation is accurate and includes the views of others. They reflect on the feedback they receive from staff, parents, and other professionals and use this information to continually update their action plan. This promotes continuous improvement.
- Children make good progress. Staff encourage their communication and language skills. For example, they introduce children to a wide range of new words and extend their learning using effective strategies, such as open-ended questioning. Staff fully encourage children's interest in books and stories. This supports children's growing vocabulary very well.
- Staff encourage daily discussions with parents and they support them to extend their children's learning at home. For example, pre-school children enjoy taking activities home to complete with their families. This promotes effective partnership working and consistently supports children's learning and development.
- Staff promote children's health and well-being. Children eat a balanced range of healthy, nutritious food, which is cooked by the nursery chef and all staff are aware of children's individual dietary needs.
- Children have good opportunities for improving their physical development. They explore a stimulating range of activities and opportunities. For example, outside, young children use a range of tools as they confidently pour water. They clearly enjoy learning about a range of different smells and textures, as they add fruit teas to the water play.

It is not yet outstanding because:

- On occasions, children do not always receive the highest possible levels of challenge to engage them in sustained learning.
- Sometimes, staff do not make full use of opportunities to teach young children about their personal safety.

What the setting needs to do to improve further

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

- use information about what children know and can do to deliver further activities and experiences that provide additional challenge
- enhance opportunities for children to learn about their personal safety.

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 completed a joint observation with the nursery director.
- The inspector held a meeting with the nursery directors and manager. She looked at relevant documentation, discussed their self-evaluation and reviewed evidence of the suitability of staff.
- The inspector spoke to a number of parents during the inspection and took account of their views. She also viewed written feedback from parents.
- The inspector spoke with children and staff at appropriate times throughout the inspection.

Inspector

Jo Rowley

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff are vigilant. They have a clear understanding of the procedures to follow if they have concerns about children in their care. They know the correct procedures to follow and attend regular safeguarding training to ensure their knowledge and understanding is constantly updated. The communication between staff and other professionals is good. Staff regularly share information with other settings and teaching staff to ensure that they consistently promote children's learning. Staff supervision and appraisal meetings are held regularly with the management team to support staff. Furthermore, individual staff training and self-evaluation helps staff to assess and improve their individual roles and responsibilities. The management team encourage staff to develop their teaching skills. They regularly monitor their teaching, promote good opportunities for shared learning and encourage staff to support and encourage each other. This promotes a positive environment for children to learn in.

Quality of teaching, learning and assessment is good

Staff know the children well. Children are happy. The well-qualified staff team work together effectively to provide a wide range of activities and experiences that interest children. They regularly observe children and plan activities that incorporate their interests and next steps in learning. Children engage in activities that support their physical and social development. For example, young children cooperate with other children as they take turns with tubes and balls. They smile excitedly as they try to catch the balls before they drop to the floor. Older children have fun in the mud kitchen, creating 'cherry mud pies'. They show good concentration skills and imagination as they share their own ideas. Staff demonstrate a strong quality of teaching throughout the nursery. They support children to develop their early writing skills through good opportunities, such as drawing with various tools, both inside and outside.

Personal development, behaviour and welfare are good

Children behave well and show kindness towards each other. Staff are good role models and support children to learn about others. For example, they provide regular opportunities for children to socialise with the local community and learn about festivals from cultures other than their own. Staff promote children's personal, social and emotional development with regular praise and encouragement. An effective key-person system supports young babies to form close bonds with staff. All children are motivated to explore the nursery where they enjoy play opportunities in a safe environment. Children learn about the importance of good hygiene. They follow good handwashing routines. Children's independence is promoted. For example, staff encourage children to try and do things for themselves, before helping them if needed.

Outcomes for children are good

All children are making effective progress in their learning given their starting points and capabilities. They are acquiring the key skills they need for future learning.

Setting details

Unique reference number	EY362227
Local authority	Hertfordshire
Inspection number	10059351
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	1 - 4
Total number of places	30
Number of children on roll	56
Name of registered person	Mrs Michelle Ward and Mrs Emma Edwards Partnership
Registered person unique reference number	RP527343
Date of previous inspection	6 August 2015
Telephone number	01763 272 868

Buntings Nursery registered in 2007. The nursery employs 15 members of childcare staff. Of these, 14 hold appropriate early years qualifications at level 2 and above, including the manager who holds early years teacher status. The nursery provides funded early education for two, three- and four-year-old children. The nursery opens from 8am until 6pm, Monday to Friday, for 52 weeks of the year.

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