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| Inspection date | 24 September 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Outstanding | 1 |
|---------------------------------------------------------------|-------------------------------------------------|--------------------|----------|
| | | Not applicable | |
| Effectiveness of leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

The provision is outstanding

- The leadership and management of the organisation work exceptionally well together to improve different aspects of the provision. For example, they have sharpened procedures for staff recruitment, supervision and appraisals to safeguard children.
- Staff provide an innovative range of exciting and stimulating resources, indoors and outdoors, that inspires children to learn. For example, very young children independently access a range of interesting natural objects. They use them creatively leading them to their own discoveries when they try to stack them by size or roll them across the room. They observe with excitement and laughter.
- Staff have excellent teaching skills and provide a rich well-planned programme of learning opportunities that is precisely tailored to individual children's needs and interests.
- Children's progress is meticulously monitored by the manager, who precisely identifies the strengths and areas of development for groups and individual children. This monitoring information is highly effective at helping staff to provide children with additional challenge and support. Children, including those who have special educational needs and/or disabilities, make excellent progress from their starting points.
- Staff build highly successful links with parents and keep them very well informed of their children's progress. They give parents excellent support to continue children's progress at home. This contributes well to children's outstanding progress in all areas of learning.

What the setting needs to do to improve further

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

- consider even more ways to help children make smoother transitions between morning activities and lunchtime.

Inspection activities

- The inspector held discussions with the organisation's leadership team, the manager and staff, and spoke to the children.
- The inspector observed children's learning experiences, indoors and outdoors.
- The inspector spoke to parents and considered their views.
- The inspector carried out a joint observation with the manager and discussed the findings with her.
- The inspector sampled a range of documents, including policies and procedures, children's development records and staff suitability checks.

Inspector

Jamie Hassan

Inspection findings

Effectiveness of leadership and management is outstanding

The manager and staff are fully committed to achieving the best possible outcomes for children. They have great enthusiasm for continuous improvement and strive to achieve outstanding practice. The manager ensures that staff are skilled to deliver extremely high standards of practice. This assists staff in effectively promoting children's safety, welfare and learning. Safeguarding is effective. The manager checks that staff have an excellent knowledge of child protection and the procedures to follow to help keep children safe. She is highly reflective and constantly evaluates how well children are prepared for the next stage of their development. For example, the manager has reviewed how they prepare children for school, and has vastly improved what they need to know as well as making successful relationships with local schools.

Quality of teaching, learning and assessment is outstanding

Staff consistently show children that they greatly respect and value their ideas. Staff inspire children of all ages to work together, share and capture memorable experiences. For example, children think creatively about how to cook a meal for a family, investigate as they read a cookery book and learn what utensils to use. Staff are highly skilled at developing children's vocabulary throughout the day and children make excellent progress in this area. For example, very young children learn to sort, count and recognise animals, and copy the sounds they make. Young children name types of transport using models through role play. Older children learn a range of language to compare textures and aromas as they create shapes with malleable materials. Throughout the day there is excellent transition from one activity to another, but there are moments when this could be smoother, such as at lunchtime.

Personal development, behaviour and welfare are outstanding

Children behave excellently, and they play harmoniously together. Staff encourage them to take pride in doing things for themselves and to be independent. Children take risks in their learning, such as carefully using sharp knives for cutting their snacks. They develop a sense of responsibility and eagerly tidy away resources. Staff are excellent role models. They encourage fairness and gently remind children of behaviour boundaries. For example, staff use skilful questions to encourage children to appreciate the needs of others. Children spontaneously share and use thoughtful behaviour. They develop an awareness of their environment and enjoy exciting opportunities in the small but well-planned and well-resourced outside area. Staff enthusiastically support children to develop their understanding of a construction site, helping them be safe, find ways to use building blocks and develop understanding of shape and size.

Outcomes for children are outstanding

Children are creative, curious and highly motivated learners. They show high levels of confidence in directing their own learning. For instance, younger children help one another to follow instructions while on a trip in the local community. Older children confidently recall reading and extending their knowledge of numbers with their peers. Children dramatically improve their skills, which prepares them extremely well for the next stage in their learning, such as school.

Setting details

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| Unique reference number | EY544907 |
| Local authority | Buckinghamshire |
| Inspection number | 10078593 |
| Type of provision | Full day care |
| Registers | Early Years Register, Compulsory Childcare Register |
| Day care type | Childcare on non-domestic premises |
| Age range of children | 0 - 4 |
| Total number of places | 61 |
| Number of children on roll | 53 |
| Name of registered person | ICP Nurseries Limited |
| Registered person unique reference number | RP538317 |
| Date of previous inspection | Not applicable |
| Telephone number | 01494676169 |

Childcare4u registered in 2017 and is located in Beaconsfield. The nursery cares for children Monday to Friday from 7.30am to 6.30pm, for 51 weeks of the year. It is accredited to receive government funding for the provision of free early education to children aged two, three and four years. There are 13 members of staff, nine of whom hold an early years qualification at level 3 and above.

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.

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