

# Best Nursery (Arlesey)

High Street, Arlesey, SG15 6SL



<b>Inspection dates</b>	27 June 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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

- Children's ongoing development is monitored well. Managers have a clear overview of children's achievements. Strategies to support children who need extra help are effectively implemented.
- Key staff know their children well. They understand how children learn and plan a broad range of activities that reflects children's abilities and interests.
- Skilled staff promote children's communication and language skills well. They engage children in enjoyable conversations. They work confidently with older children to teach them about letters and the sounds they represent.
- Children have high levels of confidence. They greet visitors with pleasure and engage readily with the adults and children around them. Children behave well and know how to share and take turns.
- Children benefit from a stimulating outdoor area that supports their physical development well. Staff help children to take acceptable risks, for example, as they develop their confidence on large apparatus.

### It is not yet outstanding because: It has the following strengths

- While staff have opportunities for professional development, systems for leaders to monitor their performance and help them to build on their strengths are still evolving.
- On occasions, staff miss opportunities to challenge children's thinking, promote their curiosity and extend their problem-solving skills.

## What the setting needs to do to improve further

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

- enhance the monitoring of staff performance to help them to build on their knowledge and raise the quality of teaching practice to an outstanding level
- provide children with higher levels of challenge to stimulate their curiosity and extend their thinking skills.

### Inspection activities

- The inspector observed children during their activities and their interactions with staff. She spoke with children and staff at various times throughout the day.
- The inspector spoke with members of the management team, including the manager and representatives of the board of trustees.
- The inspector carried out a joint observation with the manager and evaluated the quality of teaching, and children's learning.
- The inspector sampled documents, including evidence of staff suitability, children's records and some policies and procedures.
- The inspector took into account the views of parents through discussion, written feedback and the results of surveys.

### Inspector

Veronica Sharpe

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff know their responsibilities to protect children from abuse or neglect. All attend regular training to maintain their knowledge. An effective recruitment process helps to ensure staff are suitable for their roles. This is supported by a thorough induction process. The management team provides firm support for staff to improve their qualifications. Staff provide children with a safe and secure environment. They complete daily checks of the environment and consistently supervise children as they play. Staff and parents contribute to the nursery's action plan for future development, which is regularly reviewed and updated. Close links with the host school help to ensure safe transitions between nursery, school and the out-of-school provision. Partnerships between parents and staff are good. Staff keep parents well informed about their children's learning. Parents believe their children are safe and well cared for.

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

Children benefit from a good balance of child-led and adult-led activities. They enjoy exploring the ingredients on the dough table. They discover for themselves how much flour and water they need and have enormous fun mixing and experimenting. Staff encourage children to join in activities that teach them about distance and size. For example, they see which balls will fit in the top of a tube and measure how far they travel as they emerge from the bottom. Resources, such as pens, pencils and markers, are easily available to give children good opportunities to practise their early writing. The staff make regular observations to assess children's progress accurately. They work well as a team to support each child as they work towards the next steps of their learning.

### Personal development, behaviour and welfare are good

Children develop good bonds with their key person. Staff work closely with parents to identify children's individual needs and interests. They have kind and positive attitudes, which children respond to well. Staff encourage children to demonstrate their independence. For example, older children serve their own snacks and help to tidy up when they have finished. Younger children snip carefully with scissors and enjoy making marks with large chunky chalks. Staff promote children's good health in various ways. They encourage children to drink frequently in hot weather and explain why shaded areas are safer than those in the hot sun. Children grow kitchen produce in the garden to expand their understanding of healthy foods.

### Outcomes for children are good

All children make at least typical progress in their learning, given their starting points. Some children achieve beyond what is expected, including children who have special educational needs and/or disabilities. Older children enthusiastically join in group activities, such as story time. They listen well and speculate about how the story ends. Younger children enjoy exploring their play environment. They confidently dabble their hands in flour and water to explore consistency and texture.

## Setting details

<b>Unique reference number</b>	EY494589
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	1045016
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	65
<b>Number of children on roll</b>	139
<b>Name of registered person</b>	Bedfordshire East Schools Trust Nurseries Ltd
<b>Registered person unique reference number</b>	RP901324
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01462 732168

Best Nursery (Arlesey) registered in 2015. The nursery employs 18 members of childcare staff. Of these, 14 staff hold appropriate early years qualifications at level 2 or above, including the manager who has early years professional status. The nursery opens from 7.30am to 6pm on Monday to Friday, for 51 weeks of the year. The nursery provides funded early education for two-, three- and four-year-old children. It also offers before and after-school care for children attending the host primary school.

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