

# Jemima House Day Nursery

2a Swynford Road, Alconbury Weald, Huntingdon, Cambridgeshire PE28  
4XG



<b>Inspection date</b>	20 December 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 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

- Managers and staff accurately assess and monitor children's progress and plan activities that successfully engage children's interest. The manager has effective systems to analyse the progress of groups of children to help to identify and address any gaps in learning.
- Staff work effectively with parents and keep them fully informed about their children's progress and well-being. Parents comment that nursery staff are warm and attentive to their children. They have confidence children are safe and well cared for.
- Staff support children's developing language well. They provide many opportunities for children to listen to stories and take part in activities that encourage their speaking and listening skills.
- Leaders and managers have a clear vision for the future of this evolving and growing nursery. They have strong support from the experienced and qualified staff team and demonstrate a clear commitment for continuous improvement.
- At times, staff's interactions with children outdoors are not as effective as those indoors. There is a tendency for staff to supervise children's play rather than interact with them to deepen their learning and enjoyment.
- The programme for staff's professional development is not firmly focused on raising their teaching skills, and the outcomes for children, to the highest level.

## What the setting needs to do to improve further

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

- enhance staff's interactions with children outdoors to help to extend their learning and enjoyment
- embed the programme for staff's professional development to help to raise the quality of teaching to an outstanding level.

### Inspection activities

- The inspector observed staff's teaching practice and evaluated the impact this has on children's learning.
- The inspector spoke with children and staff during the inspection. She carried out a joint observation with the manager.
- The inspector took into account the views of parents through discussion, emails and written testimonials. She spoke with the owner and another member of the management team.
- The inspector had a meeting with the manager to discuss management processes. Various documents were looked at, including evidence of staff suitability, children's learning records and the nursery's self-evaluation process.

### Inspector

Veronica Sharpe

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Management and staff have regular safeguarding training. They demonstrate a thorough understanding of what to do to protect children from harm. The provider implements robust recruitment procedures that help to promote children's safety and welfare. Staff feel valued and empowered. They implement new ideas that benefit the children, such as reorganising the toddler areas. They have good opportunities to meet with their managers and each other for mutual support and guidance. Partnership working with the host school is well established. Nursery and school staff work together to support children's successful move into Reception classes.

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

Skilled and experienced staff know the children well. They provide children with varied and enjoyable experiences that reflect their individual interests. Children develop their mathematical skills as, for example, they handle objects of differing shapes and compare them. Staff play alongside children to enhance their learning. They encourage children to handle new materials, such as rice and glitter. Children scoop the mixture with interest and discover if it will trickle through funnels. Staff routinely incorporate sign language into songs and rhymes. This aids children's communication skills. Staff work effectively with other professionals to support children who have special educational needs and/or disabilities.

### Personal development, behaviour and welfare are good

The nursery has a positive and welcoming atmosphere. Staff greet children with warmth and clearly know them and their parents as individuals. They work closely with parents to learn about children's individual needs when they first start. Babies follow their home routines, which helps them to feel safe and settled. Staff quickly notice if children need extra support. Poorly children enjoy gentle cuddles and reassurance while they wait for their parent to arrive to take them home. Staff support children's behaviour very well. They are good role models and demonstrate kind, polite and fair attitudes. Older children know how to negotiate sharing and play together cooperatively. For example, they make use of timers to decide when it is their turn.

### Outcomes for children are good

Children, including those receiving extra funding, make good progress and develop the key skills they need for the next stage of their learning. Older children begin to mark their names on their artwork. Younger children enthusiastically join in painting and craft activities that help to develop their hand-to-eye coordination. Children undertake practical tasks with confidence, such as helping themselves to snack or finding their coats for outdoor play. They become independent learners who look forward to their time at nursery.

## Setting details

<b>Unique reference number</b>	EY540805
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10079891
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	52
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Taylor, Valerie Jean
<b>Registered person unique reference number</b>	RP904446
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01480 276513

Jemima House Day Nursery registered in 2016. The nursery operates Monday to Friday from 7.30am until 6pm all year round except for bank holidays and one week at Christmas. The nursery employs 12 members of childcare staff, including the manager. All hold qualifications at level 3 or 4. The nursery provides funded early education places for two-, three- and four-year-old children.

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