

Flitwick Day Nursery

20 Steppingley Road, Flitwick, Bedford MK45 1AJ



Inspection date

11 June 2019

Previous inspection date

15 February 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This is a provision that requires improvement

- The quality of teaching is variable across the nursery. Staff do not consistently challenge children to build on what they already know. This means not all children make good progress in their learning.
- Staff do not always provide learning opportunities that reflect children's abilities because they do not use assessment information effectively enough.
- The organisation and routines do not always support children's opportunities to learn. For example, when babies come inside from outdoor play, there are no toys to engage them and therefore they spend time waiting.

It has the following strengths

- Leaders have an accurate view of the strengths and weaknesses of the nursery. They have practical plans to support staff development.
- Very young babies in one of the designated baby rooms are well supported. Staff encourage them to use all of their senses as they explore and play.
- Staff support children's independence skills well. They wait as older children change from their shoes to wellington boots and put their coats on. Babies have opportunities to feed themselves with spoons and older children scrape their plates after meals.
- Children are learning how to keep themselves safe. Toddlers learn to hold onto the railing as they walk downstairs. Staff supervise older children as they carefully use hammers to tap nails.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due date
improve teaching to help staff consistently extend children's thinking and problem-solving skills	09/08/2019
use information about children's abilities to plan and provide challenging activities that help all children make the best possible progress	09/08/2019
ensure the organisation of equipment, routines and activities engages all children and supports their learning.	09/08/2019

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 held a meeting with the nursery managers and spoke with staff and children during the inspection.
- The inspector completed two joint observations with the co-manager.
- The inspector looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector took account of the views of parents.
- The inspector reviewed the self-evaluation of the nursery with the managers.

Inspector
Elke Rockey

Inspection findings

Effectiveness of leadership and management requires improvement

Leaders recognise the weaknesses in teaching. They help staff continue to develop the skills which enable them to recognise the progress children make and to plan effectively for their learning needs. Performance management arrangements for staff have a clear focus on improving the quality of teaching. Safeguarding is effective. The designated officers swiftly and relentlessly take action to work with other agencies and help protect children. Staff have a good understanding of child protection concerns. They know how to report concerns to the appropriate authority. Partnerships with parents are strong. Parents comment that they feel happy and well informed about the care their children receive.

Quality of teaching, learning and assessment requires improvement

Staff make observations and assessments of children. However, this information is not always used to plan and support children's individual developmental needs. While staff interact with children in a positive manner, they sometimes miss opportunities to extend children's learning further. For example, they encourage children to build towers as tall as they are. However, there is no further exploration, for instance, regarding the height of the tower. Consequently, children lose interest. That said, children demonstrate that they enjoy their time at the nursery. For example, toddlers explore sand and the patterns they see. The more-experienced and qualified staff demonstrate an ability to follow children's interests. For example, staff help children count as they scoop dried pasta in and out of trays. This helps children to count accurately.

Personal development, behaviour and welfare require improvement

The routines in some rooms of the nursery are sometimes disorganised. For example, babies have to wait unnecessarily and do not receive appropriate attention from staff to meet their individual needs. In the pre-school room, not all children are effectively engaged in learning, which means, at times, noise levels in the room rise and children are not able to concentrate on their play. There are skilled practitioners who help children to understand the feelings of others. They ask children for their ideas on how to take turns with a toy. Children eat a range of fresh, nutritious meals. They learn about personal care routines, such as washing their hands. This helps to promote children's good health. Children experience play in all weathers. On the day of inspection, babies and children jumped in puddles and tried to catch the rain on their tongues. This helps their whole bodies to develop.

Outcomes for children require improvement

Weaknesses in teaching mean that not all children make consistently good or better progress to ensure they are fully prepared for the next stages in their learning. They do gain some useful skills needed for their eventual move to school. For example, children persevere to finish a task. Babies handle blocks and concentrate on how they fit together. Older children continue cutting out a shape to their satisfaction. Children have a space for their belongings and are beginning to recognise their names.

Setting details

Unique reference number	EY486612
Local authority	Central Bedfordshire
Inspection number	10076432
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 5
Total number of places	84
Number of children on roll	108
Name of registered person	Davidson-Roberts Ltd
Registered person unique reference number	RP911128
Date of previous inspection	15 February 2016
Telephone number	01525 718866

Flitwick Day Nursery registered in 2015. The nursery employs 22 members of childcare staff. Of these, one holds early years professional status, three hold appropriate early years qualifications at level 5, 10 hold level 3 and two hold level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6.30 pm. The nursery provides funded early education for two-, three- and four-year-old children.

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