

# Cublington Nursery School



Village Hall, Wing Road, Cublington, Leighton Buzzard, Bedfordshire LU7 0JB

<b>Inspection date</b>	20 June 2019
Previous inspection date	29 June 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Children form strong relationships with staff. They are happy, secure and confident learners who are curious and motivated to try and succeed in activities and tasks set. Children receive warm and enthusiastic praise and encouragement.
- Partnerships with external agencies and other professionals are highly effective. Staff work closely with other professionals to close any gaps in learning. Overall, children are well prepared for the next stages of their learning, including starting school.
- Partnerships with parents are excellent. Parents feel very well supported and commend managers and staff on the exceptional support, friendliness and the kindness that they show to their children.
- Children have wonderful opportunities to play outdoors and learn about the natural world. For example, they love to cook in the role-play mud kitchen, exploring compost, sand, water and flowers.
- Specialised support for children with special educational needs and/or disabilities (SEND) and their families is a particular strength at this setting. Children benefit from the carefully planned activities and resources to meet their individual needs extremely well.
- The manager observes staff and carries out some supervision meetings to manage their performance. However, these are not rigorous enough to enhance the overall good quality of teaching to a higher level.
- Staff do not consistently encourage children to think critically and about how they can solve problems.

## What the setting needs to do to improve further

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

- make better use of staff supervisions to improve the quality of teaching to the highest level
- provide more opportunities to help children think deeply and about how to solve problems.

### Inspection activities

- The inspector observed children taking part in a range of activities, indoors and outdoors.
- The inspector spoke with staff and observed their teaching.
- The inspector held a meeting with the acting manager and the provider to discuss self-evaluation, safeguarding and staff professional development.
- The inspector carried out a joint observation with the manager.
- The inspector viewed a wide range of documentation, including staff suitability checks, children's development records and attendance registers.

**Inspector**  
Chris Lamey

## Inspection findings

### Effectiveness of leadership and management is good

Staff are deployed effectively to ensure children are well supervised. Safeguarding is effective. Staff place a high priority on keeping children safe and are aware of the procedures to follow should they have any concerns about a child's welfare. The manager closely monitors the progress of all children who attend the nursery, including different groups of children. This helps her to identify any gaps in their learning and seek external intervention, if necessary. Staff conduct thorough risk assessments and daily checks of the environment to ensure the premises are kept safe and secure. Robust recruitment and suitability procedures ensure that all staff are suitable to work with children. Leaders seek feedback from parents and staff to develop the setting, which they act upon. For example, the outside space has been developed using old tyres to create planting areas.

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

Children with SEND are particularly well supported. For example, staff make excellent use of visual timetables, objects of reference, toys and props. This helps to enhance children's communication and language skills. Children explore their immediate environment with great enthusiasm and confidence. They are keen to join in with messy play activities, such as painting with water and discovering textures and senses with play dough. Mathematical skills are well promoted. For instance, children learn about 'full' and 'empty' during water play and compare lengths and sizes as they make gingerbread people. Assessment is accurate and children's interests and identified next steps in learning are considered when planning activities.

### Personal development, behaviour and welfare are outstanding

Staff promote children's understanding of positive behaviour extremely well. They are wonderful positive role models who treat children with kindness. Staff talk to children in a calm and respectful manner, gently reminding them about the need to share and take turns with popular resources. Children settle very quickly and demonstrate very secure emotional attachments to the staff. They are familiar with daily routines and show excellent levels of confidence and independence. For example, they help to pour their drinks and eagerly help to tidy away, asking staff where certain objects go. Children play in small groups and make up games together. For example, they spontaneously use large wooden planks outside to represent letters. Children take great pride in their achievements and relish in the praise given by the attentive staff.

### Outcomes for children are good

Children make good progress from their starting points. Partnerships with local schools in the area are firmly established and children are well prepared for when they start school. They are confident and motivated learners who readily lead their own play. Children have formed a positive sense of themselves. They enjoy imaginary play as they dress up and make up stories. Children learn to recognise their own name as they collect their name card for self-registration and put it on their own drawer. Some children are able to recognise the names of their friends. Older children start to write their own name and younger children readily draw and make marks.

## Setting details

<b>Unique reference number</b>	140840
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10104983
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	35
<b>Name of registered person</b>	Bottomley, Anne Margaret
<b>Registered person unique reference number</b>	RP512059
<b>Date of previous inspection</b>	29 June 2015
<b>Telephone number</b>	0776 1114038

Cublington Nursery School registered in 1974. It operates from the village hall in Cublington, in Buckinghamshire. The nursery is open Monday, Tuesday and Wednesday from 9.15am until 3.15pm and on Thursday and Friday from 9.15am until 1.15pm. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are nine members of staff, including the manager; six of whom hold appropriate qualifications from levels 2 to 4.

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