

# Mrs Cameron Day Nursery

Gonville & Caius College, Flat 2 Springfield, Sidgewick Avenue, Cambridge  
CB3 9DS



<b>Inspection date</b>	20 August 2019
Previous inspection date	18 February 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Outstanding	1
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

### This provision is outstanding

- Leaders and managers set extremely high standards for delivering excellence. They provide inspirational leadership to their staff team and have addressed the previous recommendation set. They have maintained the highest standard of teaching to continue their outstanding practice.
- Partnerships with parents are promoted well. Staff involve parents strongly in children's learning and value parents' contributions about what children are doing at home. For example, a photograph has been displayed of a child at home eating the mint they grew at the nursery.
- Children's speech and language skills are well developed as staff use every opportunity to support communication. Children use mature vocabulary to discuss their learning.
- Staff across the different rooms work well together. Children have great attachments with their key persons and the wider staff, greeting them fondly during shared outside time. These close attachments enhance the children's already extremely high personal and emotional development.
- Staff actively encourage children to learn about each other's varied home languages. They embrace children's different cultures and encourage them to talk to others about their country of origin.
- Children's learning and development across all curriculum areas is tracked and monitored very closely. Staff expertly identify what children need to learn next and share this with parents. They work together to help children achieve the next stage in their learning. This helps to promote high levels of consistency and continuity of care and education for all children.

## What the setting needs to do to improve further

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

- review and evaluate the routines of the day to ensure staff continue to optimise every opportunity to extend children's learning.

### Inspection activities

- The inspector spoke with a number of parents to seek their views about the provision.
- The inspector observed the quality of care and teaching during activities indoors and outdoors, and assessed the impact this has on children's welfare and learning.
- The inspector held a meeting with the manager and spoke with staff and children throughout the inspection, when appropriate.
- The inspector looked at a range of documentation, such as children's assessment and planning records and the setting's risk assessment and safety records.

**Inspector**  
Emma Barton

## Inspection findings

### Effectiveness of leadership and management is outstanding

The manager and staff are passionate about deepening their professional knowledge. They undertake research projects to improve their practice and this supports them to provide the best outcomes for children. Managers have identified further changes can be made to the routines of the day to enhance children's learning opportunities even more. Staff evaluate training and consider how this will contribute to their practice. Training is targeted precisely to meet the needs of children currently on roll. Safeguarding is effective. Staff's extensive knowledge of child protection and the procedures to follow if children are at risk of harm is embedded in everyday practice. Precise and insightful monitoring of children's development helps staff to ensure children make exceptional progress in their learning. Staff use their excellent knowledge of different learning styles to observe children's development and plan the next steps in their learning. Excellent communication with parents helps to ensure they work together to facilitate children to achieve this.

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

Staff use every opportunity to extend and support children's language skills. They listen with great interest to what children are saying and engage them in extensive discussions. For example, children talk enthusiastically as they take part in a session outside with natural materials. Staff are highly skilled at using children's home languages alongside English. This practice is well established and impressive; children talk about which country their peers' families are from and join in with the vocabulary. Children demonstrate high levels of engagement and interest. For example, children listen and watch with awe as a staff member plays the flute. Children accurately name the classical music and recognise which notes are high and low. Staff interactions are positive and encouraging. Staff are extremely respectful of children's views, wants and opinions. They take note of these in learning and facilitate children to follow these during play.

### Personal development, behaviour and welfare are outstanding

Staff are inspirational in promoting children's diverse cultural backgrounds and truly value children's home experiences. This results in great partnerships with parents and collaborative working. Children's behaviour is exemplary. They demonstrate an exceptional understanding of routines. For example, children are able to talk with confidence about what is happening during the day. Staff skilfully facilitate children to resolve their differences independently. They encourage children to express their views and help them to learn how to share and take their turn.

### Outcomes for children are outstanding

Children's transitions within the nursery are incredibly successful as children are comfortable and familiar with the wider staff and routines are well established to aid continuity. They are well equipped with the skills to manage big transitions, such as moving room or starting school. Children are superb communicators and talk about their experiences with great confidence. They are able to make links between their learning. For example, they compare the seeds they find as they cut open an apple to the seeds they have previously planted in the garden.

## Setting details

<b>Unique reference number</b>	EY276052
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10113148
<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>	0 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Wigwam Nurseries Ltd
<b>Registered person unique reference number</b>	RP903375
<b>Date of previous inspection</b>	18 February 2016
<b>Telephone number</b>	01223 740688

Mrs Cameron Day Nursery registered under the current ownership in 2004. The nursery employs six members of childcare staff. Four staff hold relevant qualifications at level 3 and one at level 2, and one staff member holds early years teacher status. The nursery opens from Monday to Friday all year round with the exception of Easter and Christmas bank holidays. Sessions are from 8.30am until 5pm. The nursery provides funded early education places for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

