

# Inspection of Blackberry House Day Nursery (Wisbech)

Blackberry, 255 Norwich Road, WISBECH, Cambridgeshire PE13 3UT

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Inspection date: 6 March 2020

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Outstanding

## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy, settled and eager to learn. The manager and her team create a warm and welcoming environment where children demonstrate that they feel safe and secure. Children develop secure attachments with the staff and their friends, and this contributes positively to children's well-being.

The nursery is bright, clean and well maintained. Staff have created an exciting learning environment that captures children's interest and imaginations, particularly outdoors. Children take manageable risks as they negotiate the climbing frame and practise their running skills as they 'race down the hill'. They enjoy dressing up as dragons and making 'chicken soup' in the castle for the king. Children enjoy the outdoors and benefit from fresh air and exercise.

The environment supports the needs and interests of children of differing ages. Children enjoy selecting toys from a range of resources that are on offer. They explore the setting with confidence and curiosity.

## **What does the early years setting do well and what does it need to do better?**

- The well-planned and considered induction procedures help new children settle smoothly into the nursery's routines. Staff gather valuable information from parents, such as children's routines, likes, dislikes and home language. Staff use this information to plan for children's future learning and care.
- Staff support children with special educational needs and/or disabilities (SEND) effectively. They work closely with parents and partner agencies to ensure they are well equipped to improve outcomes for children with SEND. Staff are highly knowledgeable about how to target support for children with SEND and attend training and professional meetings to extend their knowledge.
- Children benefit from a wide range of outdoor learning experiences that develop their knowledge and understanding of the world around them. For instance, children visit the florist, farm shop, library and garden centre. They meet various people within the community, such as a firefighter, nurse and police officer. This builds on the children's interests and helps them to learn more about people and places.
- Children are supported to take part in manageable tasks to promote their independence skills. Staff encourage children to wash their hands at appropriate times, explaining the importance of washing away the germs. Children learn to put on their coats, cut up fresh fruit and pour their drinks at snack time. They learn how to manage risks. Children use everyday items, such as knives, demonstrating how to use these with care.
- Staff help children to pronounce letters and sounds correctly. They introduce letter sounds to play situations and group activities. Pre-school children correctly

identify the sounds they can hear at the start of words. They are encouraged to find their names and sound out the first letter.

- The manager has identified communication and language development as a focus for children with additional needs. In the main, this is well promoted. However, some staff do not consistently use opportunities to extend children's learning or use language that challenges and inspires the most able children.
- Partnerships with parents are strong. Staff share information with parents about what their children have enjoyed and how to support children's learning at home. Parents are happy with the progress their children make. They say that staff are very supportive, friendly and approachable. They say that they receive a full report about their children's day.
- Staff are responsive and sensitive to babies' individual needs. They intuitively sing rhymes and read stories during play. This inspires babies to respond appropriately and move around.
- Good attention is given to developing children's mathematical understanding. Children enjoy number songs and rhymes with staff counting aloud. They are introduced to mathematical concepts, such as a half and a full cup when measuring ingredients out to make scones.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers and staff ensure that children's welfare is a priority. They have a good knowledge of how to identify the signs and symptoms that could indicate a child is at risk. They have a broad understanding of wider safeguarding issues and how to identify and report any concerns. The managers and staff have completed safeguarding training and have a good understanding of how to keep children safe.

## **What does the setting need to do to improve?**

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

- make better use of opportunities during children's play and routines to support and extend learning and vocabulary and to enhance their language and communication skills.

## Setting details

<b>Unique reference number</b>	EY407372
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10113056
<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 at time of inspection</b>	0 to 4
<b>Total number of places</b>	58
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Blackberries Childcare Limited
<b>Registered person unique reference number</b>	RP910268
<b>Telephone number</b>	01945428747
<b>Date of previous inspection</b>	12 August 2013

## Information about this early years setting

Blackberry House Day Nursery (Wisbech) registered in 2010. The nursery employs 13 members of childcare staff. Of these, one holds an appropriate early years qualification at level 6, one holds a qualification at level 5, eight hold qualifications at level 3, and one is qualified to level 2. The nursery is open Monday to Friday from 8am until 6pm. It operates an out-of-school club from 8am to 9am and from 3pm to 6pm each day. The nursery provides funded early education places for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Sarah Tamburrini

## 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 spoke with staff and children at appropriate times throughout the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

We carried out this inspection 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.

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