

# Inspection of Field House Day Nursery

Tingewick Road, Buckingham, Buckinghamshire MK18 1ST

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Inspection date: 15 September 2021

**Overall effectiveness** **Good**

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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 enjoy the motivating and interesting learning opportunities that staff plan for them. These help them to make good progress in their learning. For example, older children learn first hand about how to look after their environment. They learn about sustainability, using money to purchase ingredients for cooking from a refill shop. Younger children learn to play imaginatively with others, stirring water in cups and serving 'coffee' to visitors. Babies engage with their key person. They watch their faces intently and wave their hands excitedly as they listen to them sing.

Children behave well and benefit from positive attachments with staff. Babies enjoy the comfort and security provided by their key person. They begin to explore their environment, happily returning and holding up their arms to indicate their desire for cuddles from familiar adults.

Children show that they feel safe and secure as they eagerly explore new rooms in the nursery. Staff support children well as they learn to climb stairs to the top floor. Children learn how to keep themselves safe. They talk with staff about the benefits of handwashing and learn about how to protect themselves from the sun.

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

- Managers have high regard for staff well-being and they welcome staff feedback. For instance, managers support staff through happiness coaching. During the COVID-19 (coronavirus) pandemic, managers checked in with staff through well-being phone calls. Staff representatives take forward staff views to wider company council meetings. This ensures their opinions are considered.
- Staff develop good partnerships with parents, who are overwhelmingly positive about the care and education their children receive. For example, staff provide parents with information about how to support their child's learning at home. Staff support parents online through their 'parent zone'. They ensure that parental support is inclusive. For instance, providing activities for children to take home in multiple languages, when they speak more than one language at home.
- Staff work closely with parents to identify and support children's learning needs. For instance, staff create precise plans to support children with special educational needs and/or disabilities (SEND). They review children's targets regularly with professionals. This helps children make the best possible progress.
- Through discussion with the inspector, staff demonstrate that they are familiar with the overall curriculum aims in their room. However, at times, they do not implement these aims fully. For instance, children are not always swiftly supported to learn to take turns, when this is a key focus in relation to their age. This impacts on children's ability to build relationships.

- Staff promote learning opportunities, which develop children's confidence and they value their opinions. For example, older children join the nursery council. They meet children in sister settings virtually and show them their activities. Children share their ideas of what they would like to see in their nursery. Managers incorporate their ideas into their ongoing quality improvement plan.
- Staff promote children's language and communication effectively. For example, staff working with young children position themselves and children appropriately. This enables children to see their facial expressions and mouth shape as they talk and use sign language with them. Older children listen to staff reading stories. Staff read enthusiastically, varying their voice and expression. This retains children's interest well and promotes their enjoyment of reading.
- Managers create procedures for staff to share information with their team about their key children's next steps in learning. On occasion, these procedures are not fully effective. For example, when managers make changes to key-person buddies, staff do not promptly share information about children's development with their buddy. This means that, on occasion, children are not supported as well as they could be in their learning.
- Staff support children's care needs well. For example, they use transition times to find out about children's care practices. Staff mirror these routines effectively. For instance, babies follow their home sleep routine. They change into their pyjamas and use their comforter and blanket from home. This familiarity helps them relax and benefit from good quality sleep.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers have robust procedures in place to keep children safe. For example, they complete daily risk assessments of the premises to ensure it is ready for children. Managers have robust recruitment procedures to check staff suitability. They follow company induction procedures to ensure all new staff have a secure understanding of how to safeguard children before they begin working in any room. All staff have a secure understanding of local safeguarding arrangements and procedures to follow should they have a concern about children's welfare. Managers help parents to keep their children safe, such as by providing information about online safety.

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

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

- strengthen staff support and improve staff understanding of how to implement curriculum aims in every age range
- ensure staff follow procedures for sharing information with others to help children make even better progress towards their next steps in learning.

## Setting details

<b>Unique reference number</b>	131112
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10108471
<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>	79
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	Childbase Partnership Limited
<b>Registered person unique reference number</b>	RP900830
<b>Telephone number</b>	01280 812335
<b>Date of previous inspection</b>	11 June 2015

## Information about this early years setting

Field House Day Nursery registered in 1992. The nursery is situated in Buckingham, Buckinghamshire. It is open weekdays, all year round from 7.30am to 6.30pm. The nursery receives funding for the provision of free education for children aged two, three and four years. The nursery employs 39 members of staff. Of these, 34 work with children and 21 hold qualifications at level 3 or above, with three at level 6.

## Information about this inspection

### Inspector

Lisa Dailey

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- Staff talked to the inspector about how they plan activities and what they do to support children's learning and development.
- Several parents gave their views to the inspector and these were taken into account.
- The manager and inspector completed a joint observation of an activity. They evaluated the effectiveness of staff interactions together.
- A leadership meeting was held with the management team to discuss how the nursery is organised and how practice is continually evaluated and developed.

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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