

# Inspection of Cambridge Day Nursery

67a Milton Road, CAMBRIDGE CB4 1XA

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Inspection date: 14 September 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## **What is it like to attend this early years setting?**

### **The provision is good**

Children are happy and settle quickly when they arrive. Babies show that they feel safe and secure as they smile and babble with staff. Older children confidently talk to staff about their chosen activity. They explain they are 'doing science' as they carefully and skilfully use pipettes to suck up coloured water and explore how colours change when mixed together.

Children build on what they know and can do. From the start, staff help children to feel that they are a valued member of the nursery family. Children develop curiosity in the world around them and become eager to do things for themselves. For example, they enjoy the varied activities that help them, over time, to develop physical control to pour water into a cup and hold a pencil.

Older children thoroughly enjoy the experience of attending forest school at the nursery. They listen carefully to staff who explain how to keep safe outdoors. Children learn how to safely light and extinguish fires and what to do if there is a fire in the nursery. They carefully follow staff guidance when moving around the fire circle. Children make choices about playing outside or inside. When there is heavy rain, they have appropriate clothing and footwear that helps keep them dry.

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

- Leaders ensure that staff understand what they intend children to learn and achieve from their time at nursery. Using their good knowledge of typical child development, staff plan effectively to provide a broad range of experiences that motivate children's interest and inspire their imagination. Children develop the key skills they need for the next stage in their learning and for life in modern Britain.
- Staff state that they feel well supported to fulfil their roles. Leaders regularly review and monitor staff practice. They help staff to identify training to help build on their skills and knowledge. Leaders ensure that staff workloads are manageable.
- Staff know children well and talk to them as they play. Staff reflect daily on each child's emerging interests and what they know and can do. Staff use this information to plan and adapt teaching to help each child make progress in their learning. Leaders routinely check staff assessments of children's progress to ensure that any emerging gaps in children's learning and development are supported.
- Staff working with children who have special educational needs and/or disabilities are dedicated and committed to ensure their specific needs are met. They work closely with parents and other professionals to understand and implement targeted interventions when needed.

- Children who receive additional funding are well supported. Staff liaise with parents to ensure the additional funding is used efficiently to benefit their children. During the COVID-19 (coronavirus) pandemic lockdown periods, staff kept in touch with children and families, providing ideas of activities they could enjoy together.
- Parents are very positive about the nursery and staff. They comment that they feel well informed about their child's day and their progress in learning. Parents state that their children are happy to attend and that they grow in confidence and independence. They believe their children are safe and well cared for.
- Children learn about healthy lifestyles. They learn about the importance of choosing foods that help them grow and stay healthy. Children enjoy visits from a range of different professions, including dentists who help children learn how to brush their teeth well. Children eat well, showing that they enjoy the good range of balanced and nutritious meals and snacks that are prepared fresh each day.
- On occasion, when working with small groups of children, staff become distracted and move away to support other children. Staff do not consider the needs of the children that remain in the group to support their continued interest, learning and enjoyment.
- Sometimes, staff are not ambitious in the language they use when talking to children. They tend to use simple language that does not focus on helping children build a wide vocabulary and understanding.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff receive regular training and updates about child protection and safeguarding issues. Staff confidently fulfil their role to protect children from harm. They know what to do should they have any concerns about a child's welfare. Leaders make the most of links with other agencies to ensure they know about local safeguarding issues, such as county lines and the impact of drug and alcohol abuse in the local area. They use robust recruitment and induction procedures to help to assure the suitability of adults working with children.

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

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

- help staff understand how to support children to sustain their attention and explore activities to their satisfaction
- enhance staff understanding and practice of how to help children develop a wide and varied vocabulary.

## Setting details

<b>Unique reference number</b>	EY308230
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10206769
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	82
<b>Number of children on roll</b>	150
<b>Name of registered person</b>	Cambridge Associates In Management Limited
<b>Registered person unique reference number</b>	RP524790
<b>Telephone number</b>	01223 566323
<b>Date of previous inspection</b>	22 May 2019

## Information about this early years setting

Cambridge Day Nursery registered in 2005 and is located in Cambridge. The nursery employs 25 members of childcare staff. Of these, 18 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Gail Warnes

## 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 manager and has taken that into account in their evaluation of the provider.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing at the nursery.
- The inspector carried out two joint observations with the deputy manager.
- The inspector observed the quality of education being provided indoors and outdoors and assessed the impact this was having on children's learning.
- Several parents shared their views of the nursery with the inspector.
- The inspector talked to staff at appropriate times 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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