

# Inspection of Harper's Nursery School Ltd

Station Road, Blunham, Bedford, Bedfordshire MK44 3NX

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Inspection date: 11 November 2021

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

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

### **The provision is outstanding**

Children are enthusiastic and highly motivated to learn. They settle very quickly, behave very well and receive exceptionally warm and nurturing care. Children are treated with the upmost respect and as unique individuals. Children demonstrate that they feel very safe in the care of the staff. This supports children's emotional well-being extremely well and enables them to flourish. All children display curiosity and are given countless opportunities to thrive and explore their extremely well-resourced environment, including extensive outdoor areas. Children demonstrate immense pride in their achievements.

Babies, guided by nurturing staff, confidently explore and thoroughly enjoy the extensive range of sensory play opportunities provided. Babies handle three dimensional shapes, feel smooth pebbles and use their fingers to scrunch autumn leaves. Children smile with delight and enthusiastically bang wooden spoons on metal pans. They are encouraged to differentiate between loud and quiet sounds. Younger children become totally engrossed as they mould and manipulate dough and confidently use language to express their ideas. They demonstrate great precision and control as they very carefully use toy tweezers to pick up grains of dry rice. Older children immerse themselves in their play. They use sticks and cold charcoals from the forest as mark-making tools. Older children successfully form recognisable letters and can write their name. They confidently solve simple calculation problems, count exceptionally well and learn to count up in twos.

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

- The experienced and extremely knowledgeable manager is passionate about the care and learning opportunities provided for the children. Her motivational approach has enthused the highly effective, dedicated and professional staff team to take ownership and pride in its work. This positive attitude has cascaded across the nursery.
- Staff have an excellent range of qualifications, experience and skills. They receive close monitoring, supportive intervention and role modelling. This rigorous monitoring of teaching ensures that training needs are accurately identified and used to improve staff expertise. This includes recently appointing a mental health first aider.
- Staff know the children exceptionally well and ensure their individual needs and interests are prioritised. They very skilfully structure and sequence their high-quality curriculum and adapt their teaching accordingly. Staff become enthusiastically involved in the children's play. They skilfully challenge children to think and problem-solve for themselves. Staff are positive role models. They communicate superbly to the children and are very skilled at strengthening children's developing vocabulary as they play.

- The outdoor environment provides children with an abundance of learning opportunities and is used to facilitate many hands-on experiences and forest-school activities. Children learn to take risks in the natural environment. However, they are fully aware of, and respect, the boundaries in place. Children demonstrate curiosity and wonder as they eagerly search for minibeasts. They know the names of creatures, confidently describe their differences and handle them with utmost care. Children develop their confidence, strength and physical skills as they carefully balance on elevated wooden planks. They enthusiastically run and slide down the mound, smiling and having endless fun.
- Staff effectively support children who receive early years pupil premium. Additional funding has been used to purchase a wide range of additional resources to develop children's mathematical confidence and skills. Additionally, children with special educational needs and/or disabilities receive high levels of support. Staff work very closely with the child's family and other professionals. Achievable targets are immediately set and swift adaptations are made to activities. This enables every child to take part and become fully engaged during their time at the nursery.
- Staff are highly focused in developing children's communication and language skills. Older children confidently use language to express their thoughts and feelings. They are introduced to a breadth of vocabulary as they play, such as 'cocoon', 'chrysalises', 'nocturnal' and 'ginormous'. Staff continually talk to the babies as they play, and respond warmly to their gestures, sounds and first words. They skilfully introduce language and associated actions to familiar rhymes and songs. Babies move their bodies and arms in response, broadly smiling to demonstrate their enjoyment. Additionally, children's enjoyment of books is fostered extremely well across the nursery.
- Staff provide children with rich and varied opportunities to broaden their knowledge and to contribute to the local community. Children learn about rubbish and the importance of protecting the environment by helping to remove litter from the local area. Children decorate the community tree and contribute to church displays. Their knowledge of the roles of others is enhanced through visitors to the nursery, such as the local post lady. Staff fully support children to appreciate and respect the diversity of others. Children decorate clay pots in celebration of Diwali, and commemorate Christian celebrations.
- Partnerships with parents are particularly strong. Staff remained in constant contact with parents during the COVID-19 restrictions and provided learning packs to support children's ongoing learning at home. Staff gain in-depth information from parents about their child's early experiences and home routines, which ensures continuity in their care and development. There is an excellent two-way flow of information, and parents are also able to access a wide selection of books and magazines relating to child development. Parents are extremely positive in their praise of the nursery and the significant progress children make.

## Safeguarding

The arrangements for safeguarding are effective.

The manager places high priority on ensuring safeguarding, and health and safety procedures are securely embedded across the whole nursery. The manager and staff place children's safety and well-being at the heart of everything they do. They are extremely well trained and knowledgeable with regards to their safeguarding roles and responsibilities. Staff are able to confidently identify signs of possible abuse and neglect, and know how to swiftly make a referral. Robust recruitment and vetting procedures are followed to ensure that all staff are suitable to work with children. Staff are very well deployed. They complete thorough risk assessments of the environment to ensure children can freely explore and take appropriate risks, in safety.

## Setting details

<b>Unique reference number</b>	EY349379
<b>Local authority</b>	Central Bedfordshire
<b>Inspection number</b>	10137508
<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>	98
<b>Number of children on roll</b>	82
<b>Name of registered person</b>	Harper's Nursery School Limited
<b>Registered person unique reference number</b>	RP909071
<b>Telephone number</b>	01767 641499
<b>Date of previous inspection</b>	17 September 2015

## Information about this early years setting

Harper's Nursery School Ltd registered in 1999. The nursery employs 20 members of staff. Of these, 17 members of staff hold appropriate early years qualifications ranging from level 3 to level 6. The nursery is open from Monday to Friday, for 50 weeks per year, from 7.30am to 6pm. It provides funded education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities.

## Information about this inspection

**Inspector**  
Ann Austen

## Inspection activities

- This was the first routine inspection the provider received since the COVID-19 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.
- The manager and inspector completed a learning walk across all areas of the nursery to understand how the early years curriculum is organised.
- The inspector observed staff's interactions with the children during indoor and outdoor activities, and assessed the impact this has on the children's progress and achievements.
- The manager, staff and children engaged in discussions with the inspector at appropriate times during the inspection.
- The inspector carried out a joint observation with a senior member of staff and discussed the children's progress and achievements.
- A sample of the nursery documents was reviewed by the inspector. This included evidence of staff suitability and training.
- 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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