

Inspection of Cressex Day Nursery Ltd

Cressex Day Nursery, Holmer Lane, HIGH WYCOMBE, Buckinghamshire HP12 4QA

Inspection date: 1 December 2021

Overall effectiveness **Good**

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 and settled at nursery. They have regular opportunities to make choices in their play. For example, babies point at photos of toys that they wish to play with. Toddlers choose the songs they want to sing using picture cards and older children help to select toys for the day. Children have opportunities to share their wider views. For instance, they represent their peers on the nursery council.

Children develop positive attitudes to their learning. Overall, they benefit from well-planned opportunities to develop their communication and language skills. For example, older children create and re-enact their own stories enthusiastically. Younger children concentrate well in groups and join in singing using sign language. This helps them to begin to develop their vocabulary.

Children benefit from opportunities to learn about healthy lifestyles. They learn to plant, grow and harvest vegetables, such as baby corn. They then learn how to prepare them and use them to make sauces for their meals. Children develop a good understanding of how to keep themselves safe. They learn about how to protect themselves in different weathers. This gives them essential knowledge for their future lives.

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

- Staff support children's behaviour well. For example, they involve older children in helping to create rules for their room. Children decide that they need to 'work together' and 'sit nicely'. Staff provide lots of praise to recognise children's success. This helps to boost their self-esteem.
- Managers have a secure understanding of the differences between the children that attend. For instance, they recognise the many different languages children speak. They ensure that resources, such as books, are accessible in different languages. This helps staff to support children who speak English as an additional language effectively.
- Overall, staff know what it is that they want children to learn during their routines and activities. However, they do not share a fully effective understanding of how to use their own interactions or resources to deliver this intention. At times, this leads to inconsistency in practise between different staff or different age groups.
- Staff support parents well. During the COVID-19 pandemic, managers arrange for 'parent champions' to talk about their experience of nursery with prospective parents. Staff signpost parents to support, such as from the family information service. Parents report that this advice was helpful.
- Staff help children to learn how to manage their personal hygiene. For example, children enjoy a visit from a dentist to help them learn about oral hygiene.

Following this, staff support them to use the techniques they learn to brush their own teeth.

- Managers organise regular opportunities for children to get fresh air and exercise. For example, older children enjoy tennis lessons. They excitedly show the inspector how to hold the tennis racket. They talk about the skills they practise, such as learning to hit and control the ball when in a standing position.
- Staff develop positive partnerships with professionals at other settings. They demonstrate this by liaising with multiple schools that children transfer to when they leave nursery. Staff arrange for transition activities, such as key-person discussions, face-to-face visits and technology-supported meetings. These help prepare children for their move to school.
- Managers have a positive approach to staff well-being. For example, they promote positive and open communications. Managers recognise staff achievements and staff are proud to share celebrations of their practice with others. Managers support staff to help them achieve a positive work-life balance.
- Managers understand the requirement for staff to complete a progress check for each child between the ages of two and three. However, the procedures they have in place are not fully effective in helping to ensure that every progress check is completed in a timely manner.

Safeguarding

The arrangements for safeguarding are effective.

Managers follow robust recruitment procedures to ensure that staff are suitable. They create well-planned induction procedures. These help to ensure that staff have access to essential information when they first begin in their roles. For example, new staff demonstrate an awareness of essential child-related information and safeguarding procedures. All staff share a secure knowledge of safeguarding and child protection. For example, they are able to explain signs and symptoms of abuse, such as radical and extreme views and behaviours. Staff are familiar with whistle-blowing procedures and also local safeguarding partnership procedures.

What does the setting need to do to improve?

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

- develop staff support and help staff understand how to use their own interactions and resources to deliver the curriculum intent more effectively
- strengthen procedures for monitoring completion of children's progress checks between the ages of two and three and ensure that they are all completed in a timely manner.

Setting details

Unique reference number	EY422624
Local authority	Buckinghamshire
Inspection number	10128623
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	54
Number of children on roll	96
Name of registered person	Cressex Day Nursery Limited
Registered person unique reference number	RP903567
Telephone number	01494474844
Date of previous inspection	18 November 2015

Information about this early years setting

Cressex Day Nursery Ltd registered in 2011. It is situated in the grounds of Cressex Community School, High Wycombe, Buckinghamshire. The nursery offers care Monday to Friday, from 7.45am to 6pm, for 51 weeks of the year. This excludes bank holidays. The nursery accepts funding for the provision of free early education for children aged two, three and four years. The nursery employs 21 members of staff. Of these, two hold qualifications at levels 6 and 7, three hold a qualification at level 4 and nine hold qualifications at level 3.

Information about this inspection

Inspector
Lisa Dailey

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 inspector spoke with the nominated individual and manager during the inspection and evaluated how well the curriculum is planned to meet children's learning needs.
- The inspector observed the quality of teaching indoors and outdoors and assessed the impact on children's learning.
- The inspector carried out an evaluation of teaching with the manager following a planned activity.
- The inspector observed activities at staff request and spoke to staff about how they deliver the curriculum.
- The inspector spoke to children and parents and considered 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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