

Inspection of Best Nursery (Shefford)

Best House, Shefford Road, Clifton, Shefford, Bedfordshire SG17 5QS

Inspection date:

16 February 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Children are not consistently provided with a curriculum that challenges and extends their learning and development. The quality of interactions between the staff and children is variable. Staff do not always stimulate children's curiosity and involvement in their play, to build on what they already know and can do. Sometimes, staff concentrate on tidying away the resources and wander around. Additionally, occasionally, staff ask questions in quick succession and do not give children enough time to think and respond.

Nevertheless, children are happy and demonstrate that they enjoy their time at the nursery. Babies and younger children look at picture books of animals. They are encouraged to make animal sounds, such as 'oinking' like a pig and 'neighing' like a horse. Younger children are also introduced to phrases such as 'ready, steady, go' as they push cars along the floor. This supports their developing language skills. Babies enjoy peekaboo games. They smile with enjoyment. Children make marks as they paint and use tools to cut the clay. Older children create structures and are encouraged to count the number of bricks as they build. They are introduced to concepts such as floating and sinking as they play with water.

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

- The nursery is currently experiencing a period of staff change. Several experienced members of staff have now left and new staff are being recruited. The manager has therefore been required to consistently work in the nursery rooms to ensure that required staffing arrangements are maintained. The supervision and monitoring of staff practice have therefore become inconsistent. The manager and staff do not receive effective support, coaching and training to enable them to perform their roles and responsibilities to a consistently good level. This includes developing their knowledge of the curriculum, revised planning methods and their interactions with the children.
- Staff do not consistently implement and structure a meaningful curriculum. This includes the implementation of their revised planning procedures. Sometimes, staff fail to build on what children know and can already do. For example, when children become interested in their play, staff do not always use the opportunity to spontaneously challenge children's thinking, ask probing questions and motivate their curiosity.
- All children and their families are warmly welcomed when they arrive at the nursery. Staff are attentive to the babies' and younger children's care needs. They adhere to their sleeping routines, and children naturally seek the comfort and reassurance of staff if they are upset. Parents receive a daily verbal exchange of information about their child's day and termly reports on their child's progress. Additionally, a range of information is available to parents,

including information about oral hygiene. Parents are also able to borrow storybooks to share and read with their children at home. Parents state they are happy with the provision.

- Older children enjoy being physically active in the fresh air. They are able to move freely between the indoor and outdoor environments. Older children confidently manoeuvre and steer wheeled toys around the marked roadway. They challenge their strength, physical skills and coordination as they use a rope to pull themselves up while placing their feet on the steps of a climbing wall. Children balance and move across wooden logs, smiling and demonstrating pride in their achievements. However, sometimes, opportunities are restricted for babies and younger children to explore and develop their own play and ideas in the outdoor environment.
- Staff support children to manage their behaviours. Older children are encouraged to play board games to support them to take their turn. They are encouraged to share resources and to understand why their actions might upset their friends. Overall, children behave well, listen to staff and follow instructions. For example, children learn to take responsibility and help to tidy away their utensils after their snack.
- Due to the COVID-19 pandemic, the manager and staff have adapted routines to ensure the good health of children attending. For example, parents are currently not allowed in the building during drop-off and collection time. Children follow appropriate hygiene routines throughout out the day, such as washing their hands after using the toilet and before snack. They learn that they do this to remove germs, which supports their ongoing good health. However, management and staff are not doing enough to ensure that children are provided with the most healthy, balanced and nutritious food options.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff demonstrate a sound understanding of their role to keep children safe from harm. They can identify possible signs of abuse and know how to report child protection concerns. Management follows appropriate recruitment and induction procedures. Suitability checks are carried out on all adults and staff connected to the nursery. The premises are secure and daily risk assessment are carried out to ensure that the building, resources and equipment are safe. Fire evacuation drills are regularly practised. A range of written policies and procedures are in place to support the effective management of the provision.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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<p>implement secure supervision arrangements to ensure that staff receive effective support, coaching and training opportunities to improve their practice. This includes increasing their knowledge of the curriculum, revised planning procedures and their interactions with the children</p>	<p>31/03/2022</p>
<p>improve staff interactions with the children to ensure that all children receive meaningful and challenging learning experiences that build on what they already know and can do.</p>	<p>31/03/2022</p>

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

- extend opportunities that enable babies and younger children to explore and develop their own play and ideas in the outdoor environment
- provide children and parents with more information about healthy eating options so that children benefit from learning these key messages from the earliest age.

Setting details

Unique reference number	EY436585
Local authority	Central Bedfordshire
Inspection number	10137516
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 5
Total number of places	64
Number of children on roll	88
Name of registered person	Bedfordshire East Schools Trust Nurseries Ltd
Registered person unique reference number	RP901324
Telephone number	01462815637
Date of previous inspection	5 May 2016

Information about this early years setting

Best Nursery (Shefford) registered in 2011. The nursery employs nine members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, including one member of staff who holds an early years childcare degree. The nursery is open from Monday to Friday all year round, except for bank holidays and one week between Christmas and the New Year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Ann Austen

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had 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 activities, indoors and outdoors, and assessed the impact 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 the manager and discussed the children's progress and achievements.
- A sample of documentation was reviewed by the inspector, including evidence of staff suitability.
- The inspector spoke to parents 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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