

Inspection of Old MacDonald's Day Nursery

Woodside House, Latimer, CHESHAM, Buckinghamshire HP5 1UQ

Inspection date: 3 May 2022

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 confident learners. They are eager to talk about their activities, such as when they make cakes with play dough and decorate them with 'candles' and sprinkles. Older children demonstrate high levels of curiosity. They explore their natural environment, hunting for minibeasts and finding out about their distinguishing features. Younger children show good concentration as they play games with their key person, such as 'What's in the box?' They smile as they discover hidden items, such as a star, banana and ball.

Children develop secure attachments with their key person. Young children benefit from positive interactions with them during nappy changes. These help to promote their developing communication and language. They seek comfort and cuddles from their key person after waking from their sleep time. Older children have the reassurance that their key person is nearby as they learn to using the toilet independently.

Children benefit from a range of exciting activities, which help to prepare them for their future learning. For example, they learn to persevere, independently squeezing pegs and placing them on fabrics, to make dens during forest school activities. Children learn to keep themselves safe. For instance, they learn about sun safety and the need to wear hats and sunscreen.

Children behave well. They benefit from consistent praise from staff to recognise their efforts and achievements.

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

- During COVID-19, staff have swiftly identified children's learning needs. For example, during periods spent at home, staff kept in touch with parents. They sent forms home for parents to complete to find out about children's experiences. This has enabled staff to identify a need to support children's physical development further.
- Staff provide positive opportunities for children to learn about how they are unique. For instance, children learn about 'Finland'. They learn Finnish terms and taste traditional Finnish foods, such as Blueberry pie, that their friends eat at home. This helps children to learn about similarities and differences between themselves and others.
- Children demonstrate their positive attitudes to learning through their enjoyment of their activities. For instance, they draw on their prior knowledge to explain to others what seeds need to grow. They cooperate with others, making decisions and independently planting seeds to look after.
- Managers ensure that their provision is highly inclusive. For example, they

actively liaise with a range of professionals, such as the nursing team, occupational therapy and speech and language support. This helps them to ensure that staff have the required training to support children's individual needs.

- Staff develop extremely positive relationships with staff at settings that children transfer to, such as schools. For example, they encourage receiving teachers to visit nursery. In particular, this has a positive impact for children with special educational needs and or disabilities. Teachers find out about strategies that they will need to implement to support children in their successful transfer.
- Staff have a clear understanding of what they want children to learn. However, on occasion, they are not fully effective in using the spaces and resources available to help implement the curriculum. For example, they do not make full use of rooms available for their age range, when the learning environment becomes excessively loud. At times, the quality of children's experience and their attitudes to learning are affected by the rising noise level and regular interruptions from other groups of staff and children.
- Managers give high priority to staff well-being. They implement a range of support systems to help staff retain a good work-life balance and feel valued. For example, staff report that they have regular 'well-being catch ups'. They talk about time provided during the working day for them to complete activities related to childcare qualifications that they complete. Staff also enjoy complementary relaxation activities, such as yoga.
- Managers ensure that procedures are in place to support staff practice. However, these are not yet fully effective in raising the quality of staff interactions with children to a consistently high level across all parts of the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of how to keep children safe in their daily practice. For example, when they take children on outings to the forest, they take equipment with them, such as the first-aid kit, children's medications and drinking water. Managers establish robust safeguarding procedures to protect children's welfare. For instance, they ensure that staff are familiar with local and wider safeguarding issues and any potential impact on children. They ensure that all staff understand the procedures to follow should they have a concern about children's welfare. Managers monitor children's attendance and scrutinise accident records effectively.

What does the setting need to do to improve?

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

- support staff and help them to recognise when and how to use the spaces and resources within nursery to enable them to deliver the curriculum more effectively
- strengthen opportunities to share best practice between staff within each age range and raise the quality of staff interactions with children to a consistently higher level across the nursery.

Setting details

Unique reference number	EY454950
Local authority	Buckinghamshire
Inspection number	10228750
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	0 to 4
Total number of places	96
Number of children on roll	143
Name of registered person	Old Macdonald's Day Nursery Ltd
Registered person unique reference number	RP523462
Telephone number	01494 762 336
Date of previous inspection	24 November 2016

Information about this early years setting

Old MacDonald's Day Nursery registered in 2012. It is situated in Latimer, close to the town of Chesham in Buckinghamshire. The nursery is open each weekday from 7.30am to 7pm, all year round. There are 33 staff. Of these, 23 hold appropriate early years qualifications at level 3 or above, including three staff with qualifications at level 6. The nursery receives funding to provide free early education to children aged two, three and four years.

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 went on a learning walk with the joint managers to find out about the aims of the curriculum.
- The inspector observed the quality of teaching indoors and outdoors. Time was spent in every age range. The inspector also observed activities outdoors, including a forest school session.
- The inspector completed two joint observations of staff interactions with children.
- The inspector held a meeting with the area manager and joint managers to discuss aspects of leadership and management.
- The inspector spoke to parents in person and on the telephone on the day of the inspection 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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