

Inspection of St Leonards, Brington

St. Leonards Hall, Brington, HUNTINGDON, Cambridgeshire PE28 5AD

Inspection date: 10 August 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 Good

What is it like to attend this early years setting?

The provision is good

Children arrive excitedly at the welcoming nursery and staff greet them warmly. They confidently enter and settle at their chosen activity. Children are keen to explore the various experiences staff prepare. They benefit from staff participating in their play and creating opportunities to extend their learning. For example, children use nets to catch sea creatures in a 'small-world' rock pool. They identify hermit crabs using reference books and combine clay with shells to create their own models. Children are happy as they explore in water. They demonstrate their critical thinking skills. For instance, they find ways to wash toys down guttering by pouring water from a watering can. They drip water from pipettes onto chalk boards to clean away the chalk.

Children listen to staff and follow instructions. They behave well and show kindness to each other. Staff use clear and consistent reminders, for example for children to use their 'listening ears' and 'kind hands'. Staff praise children for sharing and taking turns with equipment. This helps children to understand what is expected of them. Children are competent at managing their personal care. They learn to put on their shoes and dress themselves and develop the skills they need to be ready for school.

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

- Parents are positive about the nursery and staff, describing them as 'friendly' and 'approachable'. They praise the quality of care their children receive and comment on the exceptional progress they make. Parents appreciate the regular information staff share about their children's learning and suggestions for supporting them at home.
- The key-person system is effective and staff have good knowledge of their children. They use information from their observations to guide their planning. Staff plan for children's individual interests and needs. For instance, a beach theme was created with sand, shells and spades following children's return from holiday.
- Children form strong relationships with all staff and this helps to support their emotional development. This extends to the school staff and this aids children's transition to school.
- Staff ensure that communication and language are a strong focus in the nursery. They plan circle time activities to promote children's listening and attention skills. Staff talk to children during their activities. They sing rhymes and involve children in action songs. They provide a commentary for younger children as they play, to extend their vocabulary.
- Staff promote children's good health and encourage them to be physically active. Children follow hygiene routines and understand the importance of washing their

hands before eating. They competently attend to their personal needs and help themselves to water throughout the day, helping them to remain well hydrated.

- Children enjoy listening to well-read stories on request, as well as part of group times. They enthusiastically join in, commenting on the illustrations and saying the repeated phrases. Staff recognise the importance of reading to children and offer books to gain further information. Activities have books linked to the theme for children to access. This provides children with good opportunities to hear lots of words, which contributes significantly to their future success.
- The manager has a clear curriculum that is designed to help children develop the key skills they need for the next stage in their education. They work closely with the local school to understand what Reception teachers expect children to be able to do when they move on.
- Staff work well together and their morale is good. Staff comment that they feel supported by the manager in their professional development and that staff well-being is a key focus. The manager values staff and ensures that they have regular opportunities for training based on their professional interests. However, the manager has not sought further ways to help all staff develop a deeper knowledge of teaching and learning.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of child protection and wider safeguarding issues, such as female genital mutilation. They know the importance of acting swiftly to protect children and the procedures to follow. Robust recruitment and vetting arrangements help ensure that staff working with children are suitable for their role. The manager prioritises discussions about safeguarding at regular staff meetings to help to keep knowledge current. Effective staff deployment means that children are well supervised and cared for. Staff carry out daily checks and risk assessments to ensure that the premises remain safe and secure.

What does the setting need to do to improve?

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

- build on the already good practice and seek further ways to help all staff develop first-rate teaching skills.

Setting details

Unique reference number	221839
Local authority	Cambridgeshire
Inspection number	10144552
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	2 to 7
Total number of places	30
Number of children on roll	42
Name of registered person	St Leonards Pre-school Committee
Registered person unique reference number	RP517141
Telephone number	01832710020
Date of previous inspection	29 January 2016

Information about this early years setting

St Leonards, Brington registered in 1993. The nursery employs 11 members of childcare staff. Of these, one holds qualified teacher status, and eight hold appropriate early years qualifications ranging from level 2 to level 6. The nursery opens Monday to Friday, 7.30am to 6pm, for 50 weeks of the year. After-school sessions are on weekdays from 3:15 to 6pm during term time. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Louise Harris

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 manager and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views together with written feedback provided by other parents.

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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