

Inspection of Head Start Day Nursery

1e Stocking Fen Road, Ramsey, Huntingdon, Huntingdonshire PE26 1SA

Inspection date: 9 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children arrive enthusiastically and settle quickly. They confidently explore different areas of the nursery and access learning opportunities that staff tailor to their individual needs. Babies practise their growing physical skills. Some are beginning to sit up and staff skilfully support those who are learning to walk. Older children confidently direct their own play, and they participate in activities chosen by staff based on their interests, such as dinosaurs and the role-play area. Children enjoy looking at books in small groups. They snuggle up to staff and sit comfortably as they listen to the story. Staff listen to children and give them lots of time to talk and share what they know. Children are learning to work with each other and share resources.

Children have warm, close relationships with staff and approach them freely. They have conversations with staff about their feelings and their home life. Children enjoy looking at the pictures their parents have drawn of them, which are displayed in the nursery. This helps to foster children's sense of belonging and security. Staff nurture babies well. They comfort babies, holding them close when they are tired or need reassurance. All children receive warm, consistent care from their key person.

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

- Staff develop strong relationships with parents. There is good information sharing, both verbally and online, so that children's care needs are known and met. Parents are pleased with the provision, and they comment favourably on the good communication they have with staff. They say staff are friendly and approachable and they feel their children are happy and safe.
- The provider places high priority on keeping children safe. Work to improve the safety of the outside fences and buildings, as well as regular evacuation procedures, helps keep children safe within the nursery. Children learn how to keep themselves safe. For example, staff talk to children about the importance of washing their hands to get rid of the germs. Staff discuss with children how they can protect themselves at the beach or when it is sunny.
- Staff know the children well. They plan interesting learning opportunities based on their interests. Children learn about the world around them. They find out information from books about the names of sea creatures. Staff explain how to keep the beach tidy by taking the rubbish home and children talk about the importance of recycling at home.
- Staff support children to understand and talk about their feelings, and how their behaviour has an impact on the feelings of others. However, staff do not always manage some children's behaviour effectively. They do not consistently teach children the skills they need to negotiate and work together harmoniously.

- There is a strong emphasis on reading and language. Children have lots of opportunities to look at books, both independently and with staff. Children really enjoy well-read stories with staff, who skilfully introduce new words, such as 'puffin' and 'dolphin', to extend children's vocabulary.
- Staff find out information about children's learning and development from parents and carers to plan appropriate activities. Staff assess and track children's development, working in partnership with other professionals when needed. All children, including those from disadvantaged backgrounds, make good progress from their starting points.
- Leadership is strong and there are positive professional relationships between staff. Supervision meetings help leaders to identify staff training needs. The manager has a realistic overview of the strengths of the nursery and puts action plans into place to further develop areas for improvement that benefit children's learning.
- Staff understand the impact that the COVID-19 pandemic has had on children's development. For example, they focus on children's personal, social and emotional development to encourage children's social skills in forming relationships with one another.
- Staff encourage children to be independent at mealtimes, eating together, using cutlery and tidying away. Staff talk to children about the importance of eating nutritious foods. However, staff do not share enough information with parents and and carers about healthy choices for their child's lunch box.

Safeguarding

The arrangements for safeguarding are effective.

There are robust recruitment and safeguarding procedures in place. All staff receive child protection training and access training on wider aspects of safeguarding, such as keeping children safe when using technology. All staff have a thorough knowledge of a range of safeguarding issues. They know the signs that would concern them and how they would respond to these. Staff understand the importance of working with other agencies when appropriate. Staff know the factors in their local area that influence safeguarding and get to know children well, so they can identify and act on issues quickly.

What does the setting need to do to improve?

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

- support staff to consistently teach children how to share and cooperate, and to give them the opportunity to practise these skills
- share more information with parents and carers about healthy options for children's food and drink.

Setting details

Unique reference number	2554746
Local authority	Cambridgeshire
Inspection number	10233455
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 4
Total number of places	33
Number of children on roll	26
Name of registered person	Golden Apples Day Nursery Limited
Registered person unique reference number	RP552696
Telephone number	07958357946
Date of previous inspection	Not applicable

Information about this early years setting

Head Start Day Nursery registered in 2019 and is part of the Golden Apples group. It is open from 8am until 6pm, Monday to Friday, all year round. The nursery employs five members of childcare staff. Of these, four hold appropriate early years qualifications at level 2 or above. The nursery receives funding to provide free early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracy Joyce

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 nursery.
- The inspector viewed the nursery and discussed the safety and suitability of the premises with the manager.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff 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 communication and language activity with the manager.
- Parents and carers shared their views of the nursery with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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