

Inspection of Village Nursery Bellingdon

Chesham Road, Bellingdon, Buckinghamshire HP5 2XT

Inspection date: 22 September 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 settle quickly and are eager to join in with play as soon as they arrive at this warm and welcoming nursery. Staff are caring and supportive and, as a result, children settle quickly. Children are able to choose from the wide variety of activities available to them. Staff know children well and provide an exciting learning environment for children of all ages. They identify children's individual next steps in learning and provide activities that promote these effectively.

Staff are good role models. A consistent approach to managing behaviour ensures children feel safe, secure and listened to. Children behave well and have good attitudes to learning. For example, they listen attentively to instructions when they enthusiastically join in with a 'shake-and-wake' session. Staff help children to understand about taking turns and sharing resources. Children learn to be independent from an early age.

Children enjoy playing alongside their friends during role play. For example, children collaborate well as they treat 'patients' in the doctor's surgery. Babies develop their physical skills as they navigate and clamber around the room and bang on musical instruments. Outside, children experience a range of sensory activities. For example, children with special educational needs and/or disabilities (SEND) are mesmerised as they watch marbles rolling around and down a chute.

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

- The nursery manager is a committed and thoughtful leader. She involves staff, parents and children in the ongoing reflection and planning of future improvements to the nursery. Staff have regular training, which is effective in improving outcomes for children. For example, staff have recently accessed training in communication and language. As a result, staff actively listen to children and give them time to respond to questions while engaged in activities.
- Children's learning is supported by a curriculum which focuses on children's interests and individual needs. They make good progress over time. Children participate in their learning well and staff join in their play with enthusiasm. However, staff do not take advantage of opportunities to further extend children's learning in mathematics, such as extending their understanding of capacity as they play with water.
- Staff make effective use of settling-in arrangements to build strong relationships with parents and children. They gather information to plan familiar care routines for children. There is a wealth of opportunity for parents to be involved in their children's learning, including face-to-face meetings, learning journals and an online system to share information. Parents speak very highly of the setting. They praise the welcoming, friendly and dedicated staff.

- Experienced staff support children with SEND effectively. They are proactive in seeking early help for children when needed. Staff work closely with other professionals to ensure children make the best possible progress from their individual starting points. For example, they use visual timetables and a picture exchange system to aid communication.
- Children develop their large muscles as they run and play outside. For example, children climb and balance as they negotiate the climbing area. They also have access to wheeled toys, which they manoeuvre skilfully around the playground. Staff talk to children about exercise and why the food at lunchtime is good for them. This helps them to understand the importance of having a nutritious diet, contributing to children's good health and physical development.
- Staff working with younger children use repetition to help support children's growing vocabulary. They use descriptive language and narrate children's play. This helps to give meaning to what children are doing and ensures they hear a wide variety of words. Staff read enthusiastically to children and encourage them to consider what might happen next. However, there are not enough opportunities for children to access mark making independently and this limits children's ability to practise their emerging writing skills.

Safeguarding

The arrangements for safeguarding are effective.

All staff complete safeguarding training and have an appropriate awareness of child protection issues. Staff can recognise the signs or symptoms that may indicate a child is at risk of harm and know the correct reporting procedure to follow. There are clear and robust procedures in place for staff recruitment and effective systems to monitor their ongoing suitability. Staff complete risk assessments of the environment and minimise hazards to ensure that children can play safely.

What does the setting need to do to improve?

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

- extend children's good mathematical skills, supporting staff to recognise and build on the opportunities that occur in children's everyday play and activities
- provide further opportunities for children to access mark-making materials to develop their writing skills even more.

Setting details

Unique reference number	2557637
Local authority	Buckinghamshire
Inspection number	10249063
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 11
Total number of places	85
Number of children on roll	111
Name of registered person	The Village Nursery Bellingdon Ltd
Registered person unique reference number	RP902796
Telephone number	01494 506025
Date of previous inspection	Not applicable

Information about this early years setting

The Village Nursery Bellingdon registered in 2020. It is open on weekdays, during school term times, from 8.00am to 6pm on Monday to Friday. In addition, the nursery provides out-of-school care for children attending local schools, before and after school, during term times and school holidays. The nursery receives funding for the provision of free early education for children aged two, three and four years. It employs 13 staff, of whom seven hold relevant qualifications.

Information about this inspection

Inspector

Kate Robertson

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 provision.
- The inspector and manager completed a 'learning walk' throughout the nursery. They discussed how the early years provision is organised and how the curriculum offered supports children's learning.
- The inspector carried out a joint observation of practice with the manager.
- The inspector spoke to parents and carers during the inspection and took account of their views.
- The inspector held discussions with staff at appropriate times during the inspection and talked to children during activities.
- The inspector had meetings with the manager. She looked at a sample of policies and procedures, staff qualifications and evidence of 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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022