

Inspection of Cublington Nursery School

Village Hall, Wing Road, Leighton Buzzard, Cublington LU7 0LF

Inspection date: 20 October 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 are happy learners. Their views are considered well, and staff follow their interests in their play. For instance, when children pretend to be pirates in their imaginary play, staff extend this effectively. They help children to make maps and they hide treasure for them, which they find enthusiastically. This helps to keep children engaged in their play.

Children learn how to keep themselves safe. For instance, when visitors attend to show children their pet dog, staff talk to them about how to approach dogs when they meet them outside nursery. Children demonstrate high levels of interest, as they eagerly listen to information about the dog and learn about how to care for their teeth. They compare these experiences to their own.

Children develop a respect for the world around them. They enjoy taking part in litter picking in the local area and they develop an awareness of where rubbish should go. For example, parents report that children begin to talk about materials, and of them which can be recycled.

Children are very well behaved. They show good levels of concentration for their age, such as during circle-time activities. Children benefit from staff's high expectations. For instance, staff challenge them to find 'one more' and 'one less' and calculate how many they have altogether during their play.

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

- Staff know the children in their care extremely well and plan activities each day to cater for their next steps in learning. Staff communicate regularly with parents to ensure that they know the progress that children are making, and the things that they are working on next.
- Staff promote children's developing communication and language well. For example, during activities, children learn to compare size, using words such as 'mini' and 'large'. They learn about textures, such as 'crunchy' and 'soft'. Children use this language as they recall what they have learned about the visiting dog.
- Staff support for inclusion is very good. Staff are prompt to seek information from parents about children's individual requirements, such as their medical needs. They are knowledgeable about the procedures in place to support children's health and they implement these effectively. Staff risk-assess activities, such as cooking, and make adaptations so that all children can take part.
- Children feel safe and secure in nursery, and they enjoy the company of staff. Older children particularly enjoy sitting with staff and completing activities with

them for extended periods. At other times, they play primarily on their own. Younger children are learning to play alongside others. However, at times, such as during free play, staff are not consistently effective in capturing opportunities to teach children the skills they need to learn to initiate play with others.

- On rare occasions, in their interactions with children, staff do not fully promote equality and challenge gender stereotypes. This is not fully effective in preparing children for life in modern Britain.
- Managers develop positive partnerships with other local settings. For example, they network with other nurseries and schools within the local authority. They also have robust transition procedures in place for when children move on to school. They invite school staff in to see children in the nursery and they also visit schools to find out how they can best prepare children for their transition. This helps children to transfer with ease.
- Managers use additional funding well. For example, they identify that children require support to develop their speech and language skills following the COVID-19 pandemic. They use funding to access specialist support and provide guidance and training for staff, so that they can implement strategies successfully.
- Managers are keen to continually improve the provision. They are currently working with local schools to find out about ways that they can develop children's language even further through storytelling. Staff have visited other settings to observe teaching staff in action, and they have plans for an exchange visit, before they implement this with their children.

Safeguarding

The arrangements for safeguarding are effective.

Staff share a secure knowledge of safeguarding and their child-protection responsibilities. They are able to recognise signs and symptoms of abuse, such as radical behaviour and physical abuse. They confidently describe how they would help keep children safe online. Staff are familiar with local safeguarding partnership procedures, should they need to refer concerns about children's welfare or about staff practice. Staff help children to learn how to keep themselves safe. For instance, children learn how to evacuate the nursery safely and they learn about road safety on outings in the local area.

What does the setting need to do to improve?

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

- review the strategies used to teach children the skills they need to learn to initiate play with others independently
- actively promote equality and challenge gender stereotypes in everyday interactions with children.

Setting details

Unique reference number	2593167
Local authority	Buckinghamshire
Inspection number	10251302
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	13
Name of registered person	Sutton, Suzanne
Registered person unique reference number	2593166
Telephone number	07761114038 07805425760
Date of previous inspection	Not applicable

Information about this early years setting

Cublington Nursery School registered in 2020. It operates from the Village Hall in Cublington, Buckinghamshire. The nursery is open Monday, Tuesday and Wednesday from 9.15am until 3.15pm and on Thursday from 9.15am until 1.15pm. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are four members of staff, including the manager, who hold appropriate qualifications at level 3.

Information about this inspection

Inspector

Lisa Dailey

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 setting.
- The manager talked to the inspector about how they plan activities and what they do to support children's learning and development.
- Parents spoke to the inspector and their views were considered.
- The inspector viewed children's activities, both indoors and outdoors and assessed the impact on their learning.
- Staff spoke to the inspector at appropriate points during the inspection. They talked about professional development opportunities, safeguarding and how they meet the needs of all children.

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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