

Inspection of Best Nursery (Shefford)

Best House, Shefford Road, Clifton, Shefford, Bedfordshire SG17 5QS

Inspection date: 12 December 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children enjoy their time in this positive environment and are settled and secure. They approach new experiences confidently and are eager to explore. For example, they look at items and predict which will sink or float. They keep a pictorial record of their predictions, updating this after they have carried out the experiment. Children respond to staff's high expectations, praise and encouragement, and they persevere at tasks. For instance, children work together to make a castle, trying different ways to do this and sharing their ideas with their friends.

Children follow the good example set by staff and show kindness and respect towards one another. They listen carefully and show they are interested when their friends explain their drawings to them. Children develop a practical knowledge of healthy lifestyles. For example, they discuss why they need to clean their teeth and explain confidently that they need to wash germs off their hands before eating. Children are gaining a good understanding of how to keep themselves safe. Older children help with risk assessments, using picture cards to highlight any risks. Staff understand the possible effects of the COVID-19 lockdowns. They offer additional support to aid children in developing their communication skills.

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

- Leaders and managers have addressed the actions set at the last inspection. The manager's positive attitude inspires staff and they reflect her commitment to continuously improving the nursery. Practical changes have been made to the supervision process. All staff receive regular supervision that enables them to plan training and develop their practice. Staff report that they feel part of a team and are well supported.
- There are secure procedures for checking what each child needs to learn next and for ensuring that all children make good progress. Staff are clear about the intention of each activity, creatively including children's interests so that their attention is quickly captured. The manager supports staff in swiftly identifying where children need extra support, helping to ensure that no child falls behind in their learning.
- Children have opportunities to explore the wider world and its diversity. For instance, they visit local shops and the school library. Younger children enjoy looking at their 'home books' and start to note the differences and similarities between families.
- Staff recognise the importance of supporting children to develop their language skills. They join children for discussions and help younger children to use simple sign language to aid early communication. Older children use their good language skills to explain their thoughts and play. For example, they explain how a level crossing works.

- Children show an enjoyment of books. Older children listen intently to a rhyming story and later repeat this with their friends. Younger children eagerly act out a favourite story, remembering the 'swirling snow storm'.
- Staff pay close attention to children's interests and use these to help support children's development. For example, children interested in making gingerbread people make salt dough. They cut out people and decorate these to represent their favourite football teams. Activities such as this help children to experiment and express their creativity.
- Parents think highly of the nursery and praise staff. They feel that staff communicate well with them, for example, through daily discussions and regular reports. Staff support parents to build on their children's learning. For instance, they provide practical information about what children have been doing and offer ideas to extend this.
- Staff are enthusiastic and interact well with children. They generally use open questions and encourage children to think further. For example, when children play with a construction set, staff wonder how they will be able to join the pieces and this encourages children to try different methods. However, on occasion, staff do not always make the best use of their teaching knowledge to aid them in fully extending the activities they offer children.
- Children enjoy playing outside. For example, younger children listen carefully to the crunching sound they make as they walk in the snow. However, staff do not always offer as many outdoor opportunities as possible to fully build on the development of children who prefer to play outside.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff are committed to promoting children's welfare. The manager monitors this area closely and makes sure that staff maintain a good knowledge of safeguarding, for example, through completing regular training. Staff understand the signs that may indicate concerns in a child's life and know how to report these to the correct professional. They appreciate the effects of wider issues, such as radicalisation and the possible risks associated with use of the internet, and take effective action to protect children. Staff understand how to report any concerns regarding the suitability of colleagues.

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 put their teaching knowledge into practice more consistently, so that they can fully extend children's learning during activities, for example
- aid staff to make greater use of outdoor areas to offer children who prefer to be outside further play and learning opportunities.

Setting details

Unique reference number	EY436585
Local authority	Central Bedfordshire
Inspection number	10230924
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	64
Number of children on roll	51
Name of registered person	Bedfordshire East Schools Trust Nurseries Ltd
Registered person unique reference number	RP901324
Telephone number	01462815637
Date of previous inspection	16 February 2022

Information about this early years setting

Best Nursery (Shefford) registered in 2011. The nursery employs 12 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above, including one member of staff who holds an early years childcare degree. The nursery is open from Monday to Friday, all year round, except for bank holidays and one week between Christmas and the New Year. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Kelly Eyre

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager joined the inspector on a learning walk and talked about their curriculum and what they want the children to learn.
- The inspector observed staff's interactions with children during activities indoors and outdoors and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- Meetings were held between the inspector, the manager and the directors of education and training for the trust. The inspector looked at relevant documentation and saw evidence of the suitability of staff.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection and took account of 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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