

Inspection of The Anchor Nursery and Preschool

Kings Ripton Lodge, Kings Ripton, Huntingdon, Cambridgeshire PE28 2NH

Inspection date: 12 May 2023

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children arrive confidently, separating from their parent or carer cheerfully. Staff greet children warmly and by name. They know children well and chat with them as they stow their belongings and walk to their room. Staff understand that children need to feel safe and secure before they are ready to learn. They create a welcoming and friendly environment, where each child is valued. Children settle quickly and build strong bonds with their key person and all staff.

Building on what they know about children, staff follow children's lead and interests in play. They adapt the available resources well to ensure children's individual and emerging interests are met. This helps to capture children's attention and leads to sustained interactions with staff, who place a high priority on building children's communication and language skills. Children gain increasing confidence to articulate their ideas and thoughts. Staff encourage them to speculate and try out their ideas. Children as young as two guess that sand may be causing the texture of the paint to feel bumpy. Pre-school children demonstrate a secure understanding of previous learning. They explain the consequences of leaving taps running and why they need to wash their hands. Children routinely hear staff use a rich vocabulary and this is reflected in their discussions. They eagerly describe what happens when they mix colours, knowledgeably using words, such as combined and merged.

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

- Leaders have established a clear curriculum and vision for the nursery. Since the last inspection, they have made significant changes, including recruitment of new staff. Leaders have sought support and guidance from the local authority. They have worked well together, seeking training to improve the experiences they provide children. Staff understand the curriculum and plan effectively to help children gain the knowledge and skills they need for the next stage in their education.
- Staff working with babies have completed specific training to establish a secure understanding of the rapid development babies typically experience. They ably use this knowledge to help babies build strong foundations for future growth. Staff use songs and rhymes, babbling and recasting words to build early communication skills. They encourage babies to enjoy tummy time because they know how important this is for brain and physical development.
- Parents are very positive about the nursery. Staff regularly share information, so that parents know who their child's key person is, the progress their child is making and how they can support ongoing learning at home. Parents receive information in a variety of ways, so that they know the nursery menu in advance and what their child will be doing and learning. The manager gathers parents'

views and uses this feedback as part of the continual evaluation and improvement of the nursery.

- Staff say they enjoy working at the nursery and feel well supported to fulfil their roles. They are committed to continual professional development and support leaders' aims for the nursery.
- Staff work effectively with other professionals and agencies. They quickly identify if a child may be at risk of not meeting typical developmental milestones. Staff are supported by the experienced special educational needs coordinator, who helps them develop interventions and works with other professionals. They work sensitively with parents to help to reduce emerging gaps in progress.
- Children frequently choose to look at books. Staff ensure the choice of books available reflects children's interests and regularly refresh them. They provide a book of the week that they read daily with children. Staff know that this helps children to remember new words and embed new knowledge.
- Sometimes, staff do not consistently extend children's knowledge and understanding to the highest level. On occasion, staff do not check that children understand new ideas or concepts that they introduce. For example, staff talk to toddlers about an ogre but do not check that they understand what an ogre is. In discussion with pre-school children, staff do not extend the explanation about the colour of the sky, so that children know the difference that the weather can make to how the sky appears.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure staff receive training about child protection and safeguarding from the start. They regularly check staff's knowledge and understanding about safeguarding issues. Staff identify possible signs of abuse and neglect. They know what to do should they have any concerns about a child's welfare. Staff know the whistle-blowing process and how to report any concerns about adults working with children through the local authority designated officer process. They demonstrate a good understanding of the risks to children of being radicalised. Leaders follow robust recruitment processes that help to assure the suitability of adults working with children.

What does the setting need to do to improve?

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

- help staff to enhance interactions with children to promote an accurate understanding of the information that they introduce.

Setting details

Unique reference number	2602184
Local authority	Cambridgeshire
Inspection number	10267340
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 9
Total number of places	48
Number of children on roll	66
Name of registered person	Golden Apples Day Nursery Limited
Registered person unique reference number	RP552696
Telephone number	01487 773162
Date of previous inspection	16 November 2022

Information about this early years setting

The Anchor Nursery and Preschool registered in 2020. The setting employs six members of childcare staff. Three staff hold appropriate early years qualifications at level 3 and one at level 2. The setting opens from Monday to Friday for 51 weeks each year. Sessions are from 7.30am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector
Gail Warnes

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 to the inspector about their curriculum and what they want their 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 group activities with the manager.
- Parents shared their views of the nursery with the inspector both verbally and in written feedback.

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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