

# Inspection of Berkhamstead Day Nursery

Berkhamstead School, Pittville Circus Road, Cheltenham, Gloucestershire GL52  
2QA

---

Inspection date: 27 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

## What is it like to attend this early years setting?

### The provision is good

Children thrive in this nursery, which provides a nurturing environment for children under two years old. At drop-off times, parents and children are immediately greeted by welcoming, friendly faces. Parents speak of the 'outstanding' staff and support their children receive. Children separate from their parents confidently and enter the playrooms happy and ready for their day.

Leaders and staff construct and deliver a curriculum that focuses on the children and what they need to learn. They incorporate children's next steps and interests into their daily activities. They give children the opportunity to practise the skills they are learning in a variety of ways. For example, children who are learning to walk pull themselves up to stand and cruise around the low-level furniture. Staff hold their hands and encourage them to take steps. Children also climb steps to the slide on the indoor climbing equipment. Children become confident to practise their skills in lots of different situations.

Children who require extra help are well supported. Staff quickly identify gaps in learning. They work closely with parents and relevant agencies to make referrals and create strategies to help to close gaps in development. Staff engage children in individualised activities. They encourage language. For example, when they push cars back and forth with children they say 'ready steady' and give children time to fill the gaps. When children say words or make sounds, staff excitedly praise them. Children beam with pride and grow in confidence.

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

- The leaders are highly motivated to provide a welcoming, nurturing, high-quality learning environment. Leaders work hard to support staff in their roles. They provide regular opportunities for informal conversations and one-to-one meetings to discuss professional development. Staff say that they very much enjoy working at the nursery, and they put the children at the centre of all they do. This is evident throughout the nursery. Staff are happy, and children are curious and keen to learn and develop their skills.
- Staff provide an environment that is rich with language. They narrate alongside children's play and use all opportunities to develop communication. At lunchtime, children use Makaton to say 'thank you'. At group times, staff read children a lift-the-flap book about animals. Children listen intently and giggle with excitement when it is their turn to lift the flap. Staff ask children 'what can you see?' and they confidently label the animals they see. Staff praise their response. Children learn the value of communication from a young age.
- Staff begin to promote children's independence and personal hygiene practices. Children confidently make choices in their play. Staff respectfully invite children

to have their nappies changed and are careful not to interrupt their play. Staff support children to wash their hands before mealtimes. However, on occasion, staff do not ensure that children's noses are kept clean. When staff do wipe children's noses they do not always give them the opportunity to have a go themselves or explain the importance of personal hygiene. Children do not consistently learn how to keep themselves clean.

- The key-person system is well established. Staff know their key children very well. They are attentive to their care needs and work closely with parents to ensure that they have a smooth transition into the nursery environment. Staff are in tune with the children and are aware of when they need a bottle and when their sleep times are. Children enjoy cuddles with staff and seek them for comfort. Children build secure relationships and are well supported.
- Staff begin to teach children the expectations for routine activities from a young age. Many children cooperatively sleep on floor mats after their lunch. However, staff do not always organise mealtimes to meet the needs of all the children. They do not always explain to children what is happening and why. Therefore, some children become confused while waiting, and disengage with eating. Children are not always well supported to help them to learn the expectations at mealtimes.
- Staff integrate children into the wider community. They take children on regular walks around their local area and make visits to the local care home. Children experience different environments and people, and learn about the world around them.

## Safeguarding

The arrangements for safeguarding are effective.

All staff members have a good knowledge of safeguarding and the importance of their role to help to keep children safe. They are aware of the signs and symptoms that may indicate that a child is at risk, and understand the procedures to follow if they need to report a concern. Staff know the outside agencies that they can contact if required. They know the procedures to follow should they have concerns about a colleague's practice. Leaders have a rigorous recruitment process to help to ensure that all staff are and continue to be suitable to work with children.

## What does the setting need to do to improve?

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

- consistently teach children of the importance of good hygiene practices and support them to manage their own personal hygiene, such as wiping their nose
- improve organisation during mealtimes to support children to understand the expectations and enhance their engagement.

## Setting details

<b>Unique reference number</b>	EY442298
<b>Local authority</b>	Gloucestershire
<b>Inspection number</b>	10299434
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 2
<b>Total number of places</b>	26
<b>Number of children on roll</b>	27
<b>Name of registered person</b>	Berkhampstead School (Cheltenham) Trust Limited
<b>Registered person unique reference number</b>	RP531021
<b>Telephone number</b>	01242523263
<b>Date of previous inspection</b>	18 July 2012

## Information about this early years setting

Berkhampstead Day Nursery registered in 2012 and is owned by a subsidiary of Berkhampstead School (Cheltenham) Trust Limited. The nursery operates from a large converted building in the Pitville Circus area of Cheltenham, Gloucestershire. The nursery has close links with Berkhampstead School. The nursery provides care for children from birth to two years old. They employ 11 staff who work with the children. Of these, three hold a relevant level 6 childcare qualification, six hold a level 3 qualification, and two are unqualified.

## Information about this inspection

### Inspector

Sarah-Louise Clements

## 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 provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The leaders and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff spoke to the inspector during the inspection.
- The inspector spoke with the leaders about the leadership and management of the setting.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023