

# Inspection of Bumpkins Nursery

Meldreth Road, Whaddon, Royston, Hertfordshire SG8 5RR

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Inspection date: 6 July 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is outstanding**

Children thrive and succeed in this nurturing nursery. They excitedly greet staff when they arrive and are eager to begin their day. Children are extremely independent. At lunchtime they find their place cards, and those children who are more proficient at word recognition, help their friends find their names. Children are keen to find out what is for lunch and use serving spoons and tongs with ease to serve themselves. These well-established routines and excellent sequential teaching promote all children's independence and self-esteem to the highest level.

Children's behaviour is exemplary. They confidently show their understanding of why rules are in place. This is especially evident in the forest-school area. Staff recap safety rules with children each day. Children show their deep understanding of what to do as they eloquently explain why rules are in place. They know if they hear the wolf call, they must stop immediately and they consistently adhere to this, without hesitation. During outdoor play, children initiate their own investigations, such as looking for bugs in damp areas. Staff nurture children's inquisitiveness by providing guidance and additional information when required. Children are eager to pull up carrots they have grown and compare sizes, as they look forward to tasting them.

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

- Managers have high expectations for every child. There is a clear, robust curriculum in place. This allows all children to make swift progress across the learning areas. Teaching is differentiated well and appropriately. Expectations of the children are high, regardless of their age and stage of development. Consequently, all children make exceptional progress.
- Children with special educational needs and/or disabilities (SEND) are supported by passionate and experienced staff. Children with SEND have targeted next steps in learning in place, which are developed alongside parents and specialist outside agencies. This ensures that all children receive the highest standard of teaching, which is adapted to their level of learning.
- Early literacy skills are fully embedded and weave seamlessly throughout the nursery. Children relish sharing books with staff and listening to stories in group times. Children show their hunger for learning as they ask what words mean. Staff skilfully use children's favourite books as a foundation for topics. For example, children enjoy a range of colour-mixing activities which enhance their understanding of the story 'The Smeds and the Smoos'.
- Partnerships with parents are excellent. Parents feel well informed about their children's learning. They state that children thrive in a stimulating environment and are making excellent progress. Parents have many opportunities to express their ideas and views on the nursery. Managers and staff reflect on these through

their effective evaluation processes.

- The knowledgeable staff provide children with a rich set of stimulating experiences outdoors. Children are curious to experiment with sticks and paint as they make marks and draw pictures. Children are highly active as they run, climb and hide from their friends. Staff use water play activities to introduce children to numbers, counting and volume. Children create imaginary stories and games together, as staff inspire them to extend their ideas.
- Managers place a strong emphasis on sustainability. Many resources are made from natural materials and have more than one purpose. Children are learning how to look after the world. For example, they have planted a range of trees in the forest-school area provided by the Woodland Trust.
- Transitions to primary school are of high importance. Children are equipped with a wealth of skills and knowledge to prepare them for their move to school. They use tools, such as pencils and scissors with ease. Children's speech and language skills are of a high level. They use words, such as 'nocturnal', to describe animals that are awake at night. Children talk about their next stage of learning with glee and excitement.
- The management team is exceptional. Leaders' meticulous self-evaluation and reflection means the provision for children is continually adapted and extended. Staff state that they feel highly supported by the managers, who care about their well-being and listen to their ideas. Staff regularly access high-quality training to improve their already impressive teaching skills.

## **Safeguarding**

The arrangements for safeguarding are effective.

The provider and managers ensure that staff's safeguarding knowledge is kept up to date and current. Staff are extremely confident about the procedures to follow should they have any safeguarding concerns. Staff have an excellent knowledge of the nursery's whistle-blowing policy, and fully understand the correct procedures for recording concerns or incidents. These vigilant measures help to protect children from potential harm or abuse. Children are taught how to manage risks and understand what keeps them safe. The provider ensures that staff are suitable to work with children. She has robust systems in place for recruitment and to check all staffs' ongoing suitability.

## Setting details

<b>Unique reference number</b>	2635037
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10295665
<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>	2 to 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	72
<b>Name of registered person</b>	All About Children Limited
<b>Registered person unique reference number</b>	RP908106
<b>Telephone number</b>	01223 208777
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bumpkins Nursery registered in 2021. The nursery opens Monday to Friday from 7.30am until 6pm all year round. The nursery employs 10 members of staff, of whom nine hold qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Jill Hardaker

## 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 manager and has taken that into account in her evaluation of the setting.
- The inspector had a tour of the premises with the manager and discussed how the curriculum is organised.
- A joint observation was completed with the manager.
- The inspector held a meeting with the manager and deputy manager. She looked at relevant documentation and evidence of the suitability of the staff working in the nursery.
- The inspector spoke to a number of parents, staff and children 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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