

# Inspection of Berryfields Day Nursery

6 Nimrod Street, Aylesbury, Buckinghamshire HP18 1BB

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Inspection date: 20 February 2024

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

Not applicable

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

### The provision is good

Children enjoy a wide variety of engaging experiences. Staff plan a broad curriculum that supports children's interests and helps them develop new ones. They take time to support children's independence through routines and play. For example, children can decide when they would like a snack. Staff are on hand to sit with them during this time. Children organise the crockery and cutlery as they sit at the table and choose from a range of fresh fruit and rice cakes.

Children learn about healthy lifestyles through a range of opportunities for physically active play, both inside and outside. They discover and explore their skills when climbing, crawling and balancing and learn about managing risk when they negotiate how to jump down from low-level platforms.

Staff are caring towards the children. They build strong bonds and young babies reach for cuddles when they are tired. Children enjoy many songs, joining in with the actions and familiar words. This supports their communication and language development.

Children's behaviour is good. Staff have high expectations for children's behaviour and are good role models. Children are kind and caring to their friends and like to help each other. For example, they help find favourite toys or help mix flower petals to make perfume potions.

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

- Staff use the curriculum well to provide opportunities for children to enhance their skills. For example, children learn about taste and texture by exploring herbs and tea leaves. They learn new vocabulary and enhance their fine motor skills as they open packets and boxes.
- The manager has a clear vision of what she wants all children to learn. For children with particular needs, such as those with special educational needs and/or disabilities, she works with staff to adapt their teaching and provision. This supports staff in meeting the individual needs of the children.
- Overall, staff understand the areas of learning they teach. The manager provides support through observation and regular supervision. However, new or less experienced staff are at times unclear about how to implement the curriculum to effectively support children's learning and development.
- Children are confident and are developing their independence skills. Staff teach children to take appropriate risks and challenges. For example, young babies are encouraged and supported in crawling and climbing apparatus to develop their coordination and physical skills. They show pride in their achievements through smiles.

- The key-person system helps children build secure attachments and feel secure at nursery. Children invite staff into their play and staff are quick to join in. They provide a narrative of the children's play and offer new ideas and suggestions. However, at times, they give a lot of information in quick succession and children do not have the time to process and respond before new ideas are offered.
- Children demonstrate their positive attitudes towards learning through high levels of curiosity and enjoyment. They listen to and respond positively to adults and each other. They are beginning to manage their own feelings and behaviour. They are learning how their actions can impact others. For example, when children want the same toy, they know to use the timer. When the light turns red, it's time for them to let their friend have a turn.
- Those with oversight understand their role and carry this out effectively. They have a clear vision and work with the manager to provide learning and development opportunities for the children attending. They ensure that additional funding is used well to ensure children can access early education and care.
- The manager works effectively with the staff team, children, parents, and others in their community, including school. This supports children's learning and development as they transition to school. They share information about the children's progress and plan learning opportunities together to build on what the children already know and can do.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- target support and training for staff to help them to implement the curriculum with more precision
- strengthen staff's skills in recognising when children need more time to process information and develop ideas for themselves.

## Setting details

<b>Unique reference number</b>	2707032
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10327024
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	113
<b>Number of children on roll</b>	131
<b>Name of registered person</b>	Childbase Partnership Limited
<b>Registered person unique reference number</b>	RP900830
<b>Telephone number</b>	07718491892
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Berryfields Day Nursery is based in Aylesbury and registered in 2022. The nursery employs 49 members of childcare staff. Of these, 5 hold level 6 qualifications and 26 hold appropriate early years qualifications at level 2 or above. The nursery operates all year round from 7.30am until 6.30pm Monday to Friday. The nursery receives funding for the provision of free early education sessions for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Lisa Robinson

## 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.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- 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 special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector spoke to several parents during the inspection and took account of their views.
- 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.

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