

# Inspection of New Beginnings Nursery

5 New Road, Bourne End, Buckinghamshire SL8 5BQ

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Inspection date: 24 April 2024

**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 Good

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

### **The provision is good**

Children are confident and motivated learners at this welcoming and inviting nursery. They form close and loving bonds with staff, who are sensitive and responsive to their care needs. Staff affectionately reassure and give cuddles, which helps to promote children's emotional well-being. They are committed to providing a safe and exciting learning environment, indoors and outdoors. This helps to boost children's confidence to explore and enjoy the stimulating activities. Children of all ages behave well. Staff remind babies and toddlers to use 'please' and 'thank you' appropriately. Older children consistently use their good manners, without prompting. Staff give generous praise for children's efforts and achievements. This supports children's self-esteem and willingness to 'have a go'. Children make good progress in all areas of their learning.

Children show sustained concentration as staff skilfully support their language skills in an age-appropriate way. For example, babies confidently jump into the ball pool and staff say, 'one, two, three, jump' for babies to eventually apply in similar situations. In the toddler's room, children learn animal names and the sounds they make. Staff relate this to songs about animals, such as 'Old MacDonald had a farm' to reinforce their learning. Pre-school children make 'potions' with water, herbs and flowers. Staff encourage them to explain the differences between rosemary sprigs and carnations. This aids children's critical thinking skills, as well as using appropriate language to explain their ideas. Staff help children prepare for the next stage in their education.

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

- Leaders and staff place a strong emphasis on enhancing children's love for books. Across the nursery, they share stories that are appropriate for children's ages, interests and abilities. For instance, toddlers show a fascination for fruits and listen attentively to the story, 'Handa's Surprise' which highlights some unusual fruits. This helps to further extend their existing knowledge. Staff expand on this topic by organising a visit to the local greengrocers to buy these fruits, such as pineapple, mango and passion fruit. Children taste these fruits and develop new vocabulary to describe the appearance, such as 'spiky leaves' on a pineapple.
- Staff promote children's abilities to manage their self-care needs well, such as when feeding themselves at mealtimes and learning to use the toilet. Babies develop increasing control when using spoons. Toddlers practise cutting techniques in their play, preparing them to use suitable knives and forks when they eat. Pre-school children master using knives and forks simultaneously. Parents are involved in the same approach at home, which helps children to take responsibility to master these skills.

- Leaders and staff are dedicated to providing children with opportunities to learn about the local area and enjoy new experiences. This includes travelling on a bus and regular visits to a day centre for the elderly. Children hold interesting discussions, listen attentively and respond appropriately. They also help the elderly people learn how to play games, such as with a parachute. Children look forward to these outings and happily connect with people from different generations. This helps to enhance children's social skills even more.
- Leaders are experienced and demonstrate an in-depth understanding of child development. They observe staff's practice, offering constructive feedback on ways to improve their existing knowledge and skills. Although leaders encourage individual staff to undertake relevant training to address their needs, they do not consistently provide more personalised programmes for all staff. In addition, leaders do not monitor the impact of any training staff undertake closely enough to ensure all staff use the most effective teaching strategies to support children's development even further.
- Leaders and staff strive to achieve the best standards of care and education for children. They carry out robust self-evaluation processes. Leaders seek input from parents and early years advisers to help identify areas for improvement, such as redesigning a curriculum. This is more simple and broader in form. Staff say they now have more time to spend and interact with children, getting to know their unique personalities. However, some staff do not consistently demonstrate a secure knowledge of how to sequence the curriculum for individual children when they plan group activities. Their planning does not effectively build on all children's existing knowledge and skills enabling them to make the best possible progress.
- Leaders and staff quickly form trusted relationships with parents. They apply a range of methods to share children's progress, including daily feedback, online assessments and emails. Parents appreciate the warm, family-like environment staff create for their children. They state that their children make great progress, particularly in their speech, confidence and independence.

## **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:**

- support staff further to improve their existing good practice, offering a more personalised professional development programme and monitoring the impact of any training more sharply

- review and improve planning of group activities to precisely build on each child's existing learning and development.

## Setting details

<b>Unique reference number</b>	EY309255
<b>Local authority</b>	Buckinghamshire
<b>Inspection number</b>	10335547
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	46
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	New Beginnings Day Nursery Limited
<b>Registered person unique reference number</b>	RP906200
<b>Telephone number</b>	01628 527717
<b>Date of previous inspection</b>	20 June 2018

## Information about this early years setting

New Beginnings Nursery registered in 2005. It is based in the village of Bourne End, in Buckinghamshire. The nursery is open each weekday from 7.30am to 6pm, all year round. The nursery is eligible to receive funding for the provision of free early years education for children aged two, three and four years. There are 18 members of staff, of whom 12 hold appropriate early years qualifications from level 2 to level 6.

## Information about this inspection

### Inspector

Sonia Panchal

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the leaders and has taken that into account in their evaluation of the provider.
- The manager, deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Staff, children and parents spoke to the inspector 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 manager and the inspector carried out a joint observation of a group activity.
- 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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