

Inspection of Granta Park Day Nursery

Granta Park, Great Abington, Cambridge, Cambridgeshire CB21 6GP

Inspection date: 25 June 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive very happy and settle incredibly quickly. They are at the heart of this distinctive nursery. Leaders and staff create a warm and stimulating environment that ignites children's curiosity and interests. Staff encourage children to make informed decisions about what they would like to explore next. For example, in the garden, babies have an amazing time exploring the slides with support from nurturing staff, which builds on their gross motor skills and stamina. Older children explore the mud kitchen and engage in pretend play with their peers, while staff prompt them to recall past experiences. This helps build on children's understanding of the world and strengthens their social interactions.

Staff and leaders are very nurturing and supportive. They have high expectations of the children, who rise to the challenge exceptionally well. Children follow the nursery's routines and boundaries with confidence. They are positive and independent learners. For example, at mealtimes, babies feed themselves using a spoon, and older children assist with serving their own food. This helps children feel valued and involved during their time at this nursery.

Children behave well and show high levels of respect and consideration towards staff and their peers. They form strong relationships with the staff, who, in turn, respond to their needs with kindness and empathy. Staff recognise and value children's achievements and offer praise and affirmation. This contributes positively towards building on children's emotional resilience.

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

- Leaders and staff offer a diverse and inclusive practice. They take into account children's needs, abilities and interests when planning a wide array of inspirational activities. Children who speak English as an additional language and children with special educational needs and/or disabilities are supported effectively in their learning journey. As a result, they make good progress in their learning.
- Staff are exemplary role models. They have good knowledge and understanding of children's development. They complete regular observations and assessments to track children's progress. In addition, staff identify next steps in children's learning, which they review regularly and share with the parents. However, on occasions, staff do not identify when children need higher levels of interaction and more challenge to consolidate and extend their learning further.
- Staff create amazing opportunities for children to build on their problem-solving skills and sense of discovery. Children successfully sort pom-poms by colour, using tweezers, and they fill and empty jugs to a certain limit. Children concentrate intently and persevere when challenges occur. They show high

levels of determination in completing the tasks and feel proud of the end result. This also supports children's fine motor skills and mathematical skills.

- Babies have a wonderful time exploring animals and coloured foam. Staff name the animals, alongside sign language, and demonstrate the animal noises. Babies are fascinated to explore the texture and smell of the foam, while laughing and giggling contentedly. Furthermore, staff encourage babies to count the animals' legs and point at their body parts to further develop their numeracy skills and understanding of the world.
- Children develop a passion for reading from a very young age. Their natural curiosity is fostered through reading books independently or with staff. Children enjoy their favourite story about a super worm. Staff motivate children to observe the pictures and talk about how the characters are feeling. This helps enhance children's early reading skills, communication and language and emotional development.
- Leaders have an ambitious vision for their nursery. They reflect on their practice and aspire to deliver high-quality care and education. Leaders value staff and create a very positive and supportive culture. Staff receive focused supervision meetings and tailored training opportunities to ensure they benefit from good professional development opportunities. Leaders are committed to ensuring all children receive the best start to their early education. This is embraced by all staff with dedication and enthusiasm.
- Partnership with parents is effective. Parents value the stimulating environment and the extra-curricular activities provided. They feel involved in their children's learning and are grateful for the progress their children make. Parents comment that their children are always safe and happy at this nursery.

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 to adapt the quality of teaching and their interactions to ensure children's learning is suitably challenged and extended.

Setting details

Unique reference number	259680
Local authority	Cambridgeshire
Inspection number	10344261
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 5
Total number of places	90
Number of children on roll	66
Name of registered person	Sunhill Daycare (Europe) Limited
Registered person unique reference number	RP519019
Telephone number	01223892010
Date of previous inspection	1 August 2018

Information about this early years setting

Granta Park Day Nursery is one of 10 nurseries owned by Sunhill Daycare (Europe) Limited and it registered in 2001. The nursery is open each weekday from 7.30am until 6.30pm, for 51 weeks of the year, excluding bank holidays. It provides funded early education for two-, three- and four-year-old children. The nursery employs 21 members of childcare staff, eight of whom hold an appropriate qualification at level 3.

Information about this inspection

Inspector

Anca Sandu

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 and the manager completed a learning walk together. They discussed how the curriculum is organised and what they want children to learn.
- The inspector observed the quality of teaching and education, outdoors and indoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff at appropriate times throughout the inspection.
- Children spoke with the inspector about the activities they were doing.
- Some parents met with the inspector, who took into account their views.
- The inspector carried out a joint observation with the manager.
- The inspector held a meeting with the manager, the deputy manager and the area manager. She looked at relevant documentation and reviewed evidence of the suitability of staff working at 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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