

# Inspection of Mrs Cameron Day Nursery

Gonville & Caius College, Flat 2 Springfield, Sidgewick Avenue, Cambridge CB3 9DS

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Inspection date: 27 January 2025

**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 Outstanding

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

### **The provision is good**

Children arrive happy to start their day at this warm and welcoming nursery. Babies feel safe and secure, demonstrated by how very quickly they form strong attachments with staff. Staff take a genuine interest in each and every child who attends the nursery. Children are kind and helpful. They learn to respect and include others in their play, to develop higher levels of understanding. They have many opportunities to explore diversity and learn about different country's traditions, events and celebrations beyond their own. The eldest children enjoy circle time together and become excited when they are greeted with 'hello' in their home languages.

Sensory play experiences are plentiful, allowing children to explore a variety of textures that promote their creativity and curiosity. Babies enjoy the feeling of paint squelching through their fingers, and all children explore ice as part of their winter topic. Staff take advantage of an unexpected hailstorm for children to explore the hail stones and discuss how their warm hands are making the ice melt. Outside, children make bird nests and feeders. These types of activities help children to develop the muscles in their hands and their coordination skills as they carefully thread cereal hoops onto a bendable stick to make their bird feeder.

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

- Leaders are committed to providing high-quality care and education for all children. The majority of staff are very new to the nursery and some to the company, including the nursery manager. They are closely monitored and supported in their practice by senior leaders. Staff say that they feel well supported and enjoy working at the nursery. This monitoring and the bespoke training opportunities offered are helping staff to deepen their knowledge and understanding of teaching and learning. For example, recent training about children's schemas is having a positive impact on planning for individual children's development.
- Staff find out what children know and can do. They provide a broad curriculum that incorporates a range of interesting activities that fully considers both children's interests and development needs. Staff use information from observations and assessments well to ensure that children are making good progress and are quick to identify children who may need some additional support in their learning.
- Staff help children to develop their independence in preparation for school. Older children use the toilet independently and learn to dress themselves from a young age. Children access tissues to blow their own noses and understand how to dispose of them in the bin. Transitional songs are consistently used to help children understand what is happening next, such as tidying away toys and

preparing for mealtimes. However, staff often prioritise the frequent routine changes and have not fully considered how the daily routine often interrupts children's play and prevents them from completing activities to their satisfaction.

- Children and babies are developing a love of reading and enjoy a wide range of books and songs. They select books independently and listen well as staff enthusiastically read stories. Staff add interesting words to children's vocabulary such as 'stomp', 'squelch' and 'splat' when exploring paint and repeat words frequently to help develop children's growing communication and language skills.
- Parents have good opportunities to attend various events at the nursery, which support them to be involved in their children's early education. Parents attend parent-play sessions, and some read stories to children in their home languages. Parents receive ongoing daily communication about their children's time in the nursery and regular formal summaries of their progress. Parents speak positively of the nursery, commenting that they particularly like the activities that engage the families.
- Children are learning how to keep themselves safe and take manageable risks. They are developing an understanding of the safety rules in their forest-school sessions, such as how to use the tools and equipment safely.

## **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:**

- make sure routine tasks are organised effectively so that there is minimal impact on children's learning and allows children to complete activities to their satisfaction.

## Setting details

<b>Unique reference number</b>	EY276052
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	10383071
<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 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	29
<b>Name of registered person</b>	Wigwam Nurseries Ltd
<b>Registered person unique reference number</b>	RP903375
<b>Telephone number</b>	01223 740688
<b>Date of previous inspection</b>	20 August 2019

## Information about this early years setting

Mrs Cameron Day Nursery registered in 2003. It is situated in Cambridge. The nursery employs six members of childcare staff. Of whom, four staff hold relevant qualifications at level 3. The nursery opens from Monday to Friday, all year round, from 8.30am until 5pm. The nursery offers government funded places for all eligible children.

## Information about this inspection

### Inspector

Carly Mooney

## Inspection activities

- The development manager and the nursery manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff 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 inspector carried out a joint observation of a group activity in the baby room with the deputy development manager.
- Parents shared their views of the nursery 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.

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