

Inspection of Buckden Day Nursery

16 Mill Road, Buckden, St. Neots, Cambridgeshire PE19 5SS

Inspection date: 25 October 2022

Overall effectiveness	Outstanding
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are highly motivated to learn from an ambitious curriculum. They have a wealth of opportunities to be curious explorers. Children are engaged and focused on their free-flow play. They enthusiastically make choices and follow their interests. Children make excellent progress in an inspirational environment. The natural resources and purposefully planned activities enhance learning experiences. For example, children use a hammer to bang golf tees into a giant pumpkin. They show perseverance and determination as they balance on tyres and crates.

Children experiment by mixing colours using water and pipettes. They notice changes and question why things are happening. Children make tea in teapots using real tea bags and water. They use conkers as sugar lumps and use sticks to stir their 'woodland' tea. Children role play in the shepherd's hut making afternoon tea, feeding their creations to their dolls. Children explore the muddy terrains of the garden, climbing and risk taking. They seek opportunities to make puddles for themselves and then jump in them with excitement.

Children grow their own vegetables and herbs. The mud kitchen is a buzz of activity, with children making potions and soups. Children talk to each other as they play. They benefit from the wealth of vocabulary that is linked to activities and books. Children are keen to interact with practitioners and involve them in their play. They smile at handmade bricks with family photos on, pointing out recognisable faces. Children experiment with drainpipes, paint and water, observing how it travels and problem solving how to catch the water.

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

- The nursery's ethos and environment are inspirational. Children are valued and respected. They are strongly supported by nurturing practitioners. Key persons know their children exceptionally well, which contributes to their continual progress. Learning is central to all the nursery experiences. Practitioners are skilful in recognising teachable moments and extending play. Children choose to write for different purposes. A pirate role play game turns into children making their own treasure maps. Children flock to join in, and supportive practitioners continually extend their learning, reminding them not to forget that 'X marks the spot'.
- Children create Rangoli patterns in sand and make imprints in the play dough. They know that Diwali is the festival of light and use jewel decorations to make their own candles. Children are amazed as the lights are dimmed to show the candle glow and the patterns it makes in the room. They set up a tea party picnic on the floor using real china teacups. Children make their own narrative and identify names of what they are eating. They enjoy opportunities to sing

songs and repeat nursery rhymes, which are embedded into routines of the day.

- Young babies and children are cared for by practitioners who are led by their individual needs. They are highly independent when drinking and feeding themselves at mealtimes. Practitioners are continually supportive and caring. They give affectionate cuddles, and comforters are encouraged to help with settling. When practitioners ask children if they would like to go to sleep, they respond by crawling independently into the next room to find their cot for a rest. Children help one another, take turns and use manners of courtesy.
- Leaders and managers are inspirational. They prioritise staff well-being and create a positive and inclusive working culture. Leaders are role models and have support in place to help others. Training courses and professional development are an important part of the team's progress and development. The nursery liaises with other professionals and supports children with special educational needs and/or disabilities. There is a culture of promoting lifelong skills that will support children as they make transitions in their education.
- Counting and numbers are part of the captivating learning environment. Opportunities to construct with shapes are provided as children build towers, roads, and ramps confidently. They create their own challenges and show attention to detail while experimenting. Children learn about days of the week and seasons. They are encouraged to recognise their name through self-registration. Practitioners model early writing skills. Children make efforts to 'have a go' and try new things. Children are confident and have positive self-esteem.
- Partnerships with parents are exceptional. Parents strongly support the leaders and management team. They are engaged in nursery life and have opportunities to join in with play sessions, which are well supported. Practitioners recognise the important role parents have in their children's development. They work together in the best interests of the child. This has a very positive impact on children's progress. The nursery communicates effectively with parents and supports them to extend children's learning at home. Parents are happy in the knowledge their children are happy and safe at the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding is robust, and effective procedures are in place. Children are kept safe from potential harm, and robust measures ensure that practitioners respond effectively. Practitioners have knowledge and understanding of how to recognise signs of potential abuse. They attend regular training and keep up to date with identified county issues. Leaders and managers know their duty of care in reporting if a child is potentially at risk and taking action to keep them safe. Children are appropriately supervised. They learn how to keep themselves safe and use equipment safely. Practitioners make every effort to make the environment safe and minimise risks to children.

Setting details

Unique reference number	EY335961
Local authority	Cambridgeshire
Inspection number	10235027
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	82
Number of children on roll	131
Name of registered person	Davidson-Roberts Ltd
Registered person unique reference number	RP911128
Telephone number	01480 810816
Date of previous inspection	2 March 2017

Information about this early years setting

Buckden Day Nursery registered in 2006. The nursery employs 28 members of childcare staff. Of these, 21 hold appropriate early years qualifications. This includes two staff at level 2, 14 staff at level 3, three staff at level 4 and two staff who hold qualified teacher status. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Helen Clutterham

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 manager showed the inspector all areas of the premises and discussed how they ensure that they are safe and suitable.
- The deputy manager, manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- 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 observed the interactions between practitioners and children.
- The manager and the inspector carried out a joint observation together.
- Parents provided the inspector with oral and written feedback.
- The inspector looked at relevant documentation and evidence of the suitability of practitioners 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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