

Inspection of Ramsey Day Nursery

41 Great Whyte, Ramsey, HUNTINGDON, Cambridgeshire PE26 1HH

Inspection date: 19 September 2023

Overall effectiveness **Good**

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 arrive happy and confident at the nursery. They settle well, leaving their family members with ease. Staff are kind and loving in their interactions with children, which helps them form strong bonds with their key person. In the youngest children's rooms, photos of families are displayed, and pictures of children's real homes are used in role play to help build a sense of community and belonging in the nursery.

Leaders help staff understand their intent for children's learning and staff's contributions to devising the new curriculum have been fully valued. Staff consider the learning environment and help children build positive attitudes to learning. Children are eager to have a go and explore. Older children show perseverance when presented with a challenge, such as cutting up raw vegetables with a knife. Staff help children to develop their independence skills. For example, they provide nose-wiping stations and encourage babies to use cutlery at mealtimes. Staff use visual aids to help all children gain a sense of routine and what to expect next. Children are building the language they need to communicate their needs with others. This helps them to express themselves with their friends as they learn to share and to take turns.

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

- Children with special educational needs and/or disabilities (SEND) and their families receive exemplary support and guidance from the nursery's passionate and dedicated special educational needs coordinator (SENCo). She works tirelessly with staff to ensure that children are provided with a learning environment that consistently meets their needs and helps them make the very best progress they can. Very positive relationships are in place with parents and other professionals to ensure that identified learning targets are consistently implemented.
- Leaders and staff have recently devised a nursery curriculum that focuses on children's resilience, respect for others and readiness to learn. Although not yet fully embedded, staff are beginning to plan and deliver activities with this focus in mind. Leaders recognise the support that staff need to embed the curriculum, and they have plans to build on their current monitoring of staff practice to ensure that children consistently receive high-quality learning experiences. Staff share that they feel very supported in their role.
- Staff demonstrate that they know their key children well. They find out what children know and can do, consider their interests and build their learning from there. However, sometimes, some staff are not always clear about their

intended focus for an activity. On occasions, they do not successfully recognise where children's learning can be extended further.

- Children's communication and language is a key focus of the nursery. Older children independently look at books and describe what they see from the pictures. Staff play music and sing with babies. Staff use signing as another means of communication to help very young children express their wants and needs as they begin to develop their vocabulary.
- Staff understand the importance of outdoor play and time spent in the fresh air for children's bodies and their overall good health. A number of well-planned garden areas give children space to freely explore the natural world and be physically active.
- Parents receive regular communication about their child's time in the nursery and they speak very highly of the setting and staff. They state that they have found staff to be very supportive and professional, especially where their children need additional support. Parents hear about their children's progress and how they can support learning through regular parents' evenings.
- Leaders take swift action when unexpected incidents occur. Following a recent incident, leaders have reinforced and strengthened the procedures for when children are moving between rooms prior to lunch. This includes head counts, checks of rooms and photographic registers of children. This helps to ensure children's safety and welfare. Staff also consistently teach children how to keep themselves safe, such as how to safely walk up and down the stairs holding the handrail.

Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate secure knowledge of the nursery's safeguarding procedures and understand their duty to protect children in their care. They know the procedures for reporting their concerns about children and adults to designated safeguarding leads within the nursery and to the appropriate authorities. All staff complete regular safeguarding training to keep their knowledge refreshed. Recruitment of staff is robust and there are procedures in place to check that staff remain suitable for their role.

What does the setting need to do to improve?

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

- extend existing systems for the monitoring of staff performance to help staff strengthen the delivery of the curriculum and extend children's learning even further.

Setting details

Unique reference number	EY387217
Local authority	Cambridgeshire
Inspection number	10310720
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 3
Total number of places	101
Number of children on roll	71
Name of registered person	Davidson-Roberts Ltd
Registered person unique reference number	RP911128
Telephone number	01487 710 422
Date of previous inspection	30 August 2018

Information about this early years setting

Ramsey Day Nursery registered in 2009. The nursery employs 25 members of childcare staff. Of these, 14 members of staff hold an appropriate early years qualification at level 2 and above. The nursery operates Monday to Friday from 7.30am to 6pm, all year round. The nursery provides funded early education for two-, three- and four year-old children.

Information about this inspection

Inspector

Carly Mooney

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.
- We carried out this inspection as a result of a risk assessment, following information we received from the provider.
- Both managers joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with one of the managers.
- 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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