



INDEPENDENT SCHOOLS INSPECTORATE

BERKHAMPSTEAD DAY NURSERY

EARLY YEARS FOUNDATION STAGE

INDEPENDENT SCHOOLS INSPECTORATE

Berkhampstead Day Nursery

Full Name of School	Berkhampstead Day Nursery
EYFS Number	EY442298
Address	Berkhampstead School Pittville Circus Road Cheltenham Gloucestershire GL52 2QA
Telephone Number	01242 523263
Email Address	daynursery@berkhampsteadschool.co.uk
Managing Director	Mr Richard Cross
Chair of the Board of Directors	Mrs Sally Green
Age Range	3 months to 4 years
Total Number of Pupils	106
Numbers by Age	0-2 (EYFS): 75 3-5 (EYFS): 31
Day Nursery Manager	Mrs Diane Martin
EYFS Gender	Mixed
Inspection dates	02 Dec 2014 to 03 Dec 2014

PREFACE

This inspection report follows the *ISI schedule* for intermediate inspections, focusing on the Early Years Foundation Stage. The inspection occurs over a period of two continuous days in the nursery. The previous OFSTED Nursery inspection was in July 2012.

The Independent Schools Inspectorate (ISI) is the body approved by the Secretary of State for the purpose of inspecting schools belonging to the Independent Schools Council (ISC) Associations and reporting on compliance with the Education (Independent School Standards) (England) Regulations 2010. ISI is also approved to inspect the Early Years Foundation Stage (EYFS), which was introduced in September 2008 and applies to all children in England from birth to 31 August following their fifth birthday. This report evaluates the extent to which the setting fulfils the requirements of the Early Years Foundation Stage Statutory Framework published by the Department for Education (DfE) and follows the requirements of the Childcare Act 2006 as subsequently amended.

The inspection of the school is from an educational perspective and provides limited inspection of other aspects, although inspectors comment on any significant hazards or problems they encounter which have an adverse impact on children. The inspection does not include:

- (i) an exhaustive health and safety audit
- (ii) an in-depth examination of the structural condition of the school, its services or other physical features
- (iii) an investigation of the financial viability of the school or its accounting procedures
- (iv) an in-depth investigation of the school's compliance with employment law.

Inspectors may be aware of individual safeguarding concerns, allegations and complaints as part of the inspection process. Such matters will not usually be referred to in the published report but will have been considered by the team in reaching their judgements.

INSPECTION EVIDENCE

The inspectors observed lessons, conducted informal discussions with children and examined samples of work. They held discussions with senior members of staff, also with the chair of the board of directors, and attended registration sessions. The responses of parents to pre-inspection questionnaires were analysed, and the inspectors examined regulatory documentation made available by the nursery.

Inspectors

Miss Valerie Craven

Early Years Lead Inspector

Mrs Anne Robinson

Team Inspector for Early Years (Former Deputy Head and Early Years Co-ordinator, ISA school)

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1. THE CHARACTERISTICS OF THE DAY NURSERY

- 1.1 Berkhampstead Day Nursery opened in April 2012. The nursery aims to: provide a happy, caring and fun environment where children feel safe to try new experiences and where all children feel included, respected and valued; ensure all children are encouraged to 'have a go' and feel secure to do so; focus on all children as individuals and respond to their needs accordingly; encourage independence, good social skills and self-confidence; provide high quality care in a nurturing environment that promotes every child's physical and emotional wellbeing.
- 1.2 The nursery operates in a building close to Berkhampstead School, with whom it has close links, and is a wholly owned subsidiary of Berkhampstead School (Cheltenham) Trust Limited. The nursery is overseen by a board of directors, one of whom is also the head of Berkhampstead School. Two directors manage the setting; one oversees the EYFS, and another is responsible for welfare, health and safety. The nursery operates from a large converted building in the Pittville Circus area of Cheltenham.
- 1.3 Since the last inspection by Ofsted, the day nursery has begun to use additional rooms, resourced to meet the needs of attending children. Equipment has been purchased to extend the outdoor provision, and changes have been made to catering arrangements.
- 1.4 The nursery is open for 51 weeks of the year and consists of six playrooms, dedicated dining rooms and an outdoor space. The children are grouped according to their age. At the time of the inspection, the number of children on roll was 106; of these 75 are aged under three. One child has been identified as having special educational needs and/or disabilities (SEND) and one has a statement of special educational needs. One child is learning English as an additional language (EAL).
- 1.5 National Curriculum nomenclature is used throughout this report to refer to year groups in the day nursery. The year group nomenclature used by the day nursery and its National Curriculum (NC) equivalence are shown in the following tables.

Early Years Foundation Stage Setting

Day Nursery	NC name
Caterpillar Room	Nursery (3 – 15 months)
Butterfly Room	Nursery (12 – 20 months)
Ladybird Room	Nursery (18 – 24 months)
Dragonfly Room	Nursery (24 – 30 months)
Sunshine Room	Nursery (30 – 40 months)
Rainbow Room (Pre-school)	Nursery (3½ to 4 years)

2. SUMMARY

(i) Compliance with statutory requirements

- 2.1 The Nursery's registered provision for childcare meets the requirements of the Childcare Act 2006 and no action is required.

(ii) Recommendations for further improvement

- 2.2 The day nursery is advised to make the following improvements.
1. Ensure that one-to-one staff supervisions are well embedded in practice.
 2. Implement plans to enhance the outdoor provision to extend children's physical development.
 3. Provide more opportunities for children to access ICT to further support their learning.

3. THE EFFECTIVENESS OF THE EARLY YEARS FOUNDATION STAGE

3.(a) How well the early years provision meets the needs of the range of children who attend

- 3.1 The setting makes good provision in meeting the needs of the range of children who attend. The educational programmes are effective and wide ranging. They cover all of the areas of learning and enable all children, including those under three, to exceed the level of development typical for their age. This quality of provision enables children who have been identified as having SEND or EAL to make good progress.
- 3.2 Very nurturing and supportive staff create a welcoming and homely environment where children can achieve well, in line with the nursery's values and ethos. Assessment is used very effectively to identify the children's needs, enabling staff to plan appropriate activities to support the learning and development of each child. Assessment checks for two-year-olds are completed and shared with parents and carers as required.
- 3.3 Staff plan a suitable variety of activities that reflect the children's interests, including many opportunities to explore and investigate, particularly during outdoor creative activities, such as when working in the 'mud kitchen'. The frequent walks around the local area enable all of the children to experience the outdoor environment, which contributes to their sensory learning and understanding of the world. Currently, the children's physical development is restricted by limited provision of large climbing equipment and wheeled toys outside. The older children have suitable opportunities to develop their language skills during focused activities, for example, when sorting baby clothing and food. Daily routines are used effectively to help promote the children's problem solving skills, such as counting how many are present for snack time. Staff make learning enjoyable, as when younger children investigated water by jumping in a water tray. All children respond very well to the staff's high expectations of them. They are very enthusiastic and motivated learners, evident when older children enhanced their physical development by skilfully using scissors to cut out pictures from magazines in order to make cards.
- 3.4 Staff establish excellent partnerships with children's parents and carers. These were confirmed by parents' overall positive responses to pre-inspection questionnaires. Parents are particularly positive about the nursery's welcoming and very nurturing environment, and how staff know their children very well. In addition, parents appreciate how they are encouraged to be involved in their child's learning, such as through sharing 'learning journeys' between the nursery and home. Well embedded morning and afternoon routines with staff and parents enable them to share observations daily. Parents made no significant criticisms of the setting. Staff give additional guidance within progress reports, and parents' evenings. Children are encouraged to reach their full potential through the excellent identification of their next steps and are fully prepared for the next stage in their education.

3.(b) The contribution of the early years provision to children's well-being

- 3.5 The contribution of the early years provision to children's well-being is good. Children are happy and enjoy what they are doing, learn to behave well and play co-operatively, develop independence, explore their surroundings, use their imagination, and talk and play with adults and each other.
- 3.6 Members of staff are very caring and supportive throughout the setting, and as a result, children form secure emotional attachments with adults. Key people establish excellent relationships with the younger and older children, which has a positive impact on meeting their educational and welfare needs and meets the recommendation of the previous Ofsted inspection.
- 3.7 The older children are encouraged to celebrate a range of festivals, such as the Chinese New Year, especially through indoor creative and sensory activities. They are learning about the importance of healthy eating, such as during lunchtime and snack time routines, and are frequently encouraged to eat fresh fruit. Older children understand the importance of washing their hands after going to the toilet and after messy activities. They feel very secure and display a high level of confidence. Children's awareness of the need for physical exercise is enhanced through well planned outdoor walks and activities. The limited outdoor provision for large climbing equipment and wheeled toys impacts adversely on children's gross muscle development.
- 3.8 All staff work very effectively together to ensure that smooth transitions take place, for example, through children making several visits with their key persons as they move between each of the six rooms. At all levels, staff, including those in pre-school year, ensure that they share developmental information about each child, enabling staff to be aware of children's individual needs and starting points. This meets the recommendation of the previous Ofsted inspection.

3.(c) The leadership and management of the early years provision

- 3.9 Leadership and management are good. Aspirations are high and there is a clear vision that is communicated well by the setting manager and the EYFS leadership, enabling staff to share and develop their secure practice within the setting. Highly effective teamwork contributes greatly to the progress and development of all children.
- 3.10 Members of the board of directors are involved in the work of the EYFS. This has had a positive impact on the overall provision, particularly in the restructuring of the budget allocation. Each room leader is able to purchase resources to help meet the needs of all the children. The board of directors is also involved in the formulation and implementation of policies and procedures, and ensure that all statutory responsibilities, including for safeguarding, are discharged correctly. These arrangements promote a positive and inclusive atmosphere in which children thrive. The children's well-being and safeguarding are a key focus of the nursery, enhanced through thorough effective risk assessments, and a genuine concern for the welfare and personal development of the children.
- 3.11 Senior staff provide detailed evaluations of the educational programmes and other provision on a regular basis. Robust self-evaluation provides a secure basis for planning the setting's development; clear aims and actions are identified and their

implementation is monitored carefully. This self-evaluation has already identified a need to further develop the outdoor provision.

- 3.12 Suitable staff appraisals are completed on a regular basis. These focus on key strengths and areas for development, and are used effectively to identify professional training needs. One-to-one supervisions are not fully embedded in practice which limits individual support for staff. Staff are extremely dedicated, highly qualified and experienced. Senior managers actively encourage their further professional development through online and external training opportunities.
- 3.13 Excellent partnerships exist with parents and external professionals which contribute significantly to improving outcomes for children.

3.(d) The overall quality and standards of the early years provision

- 3.14 The overall quality and standards of the early years provision are good. The children's achievements and progress exceed age-related expectations in all areas of learning in relation to their various starting points. The physical development of younger children is promoted well, such as through skilfully manoeuvring across the indoor 'trolls bridge'. The older children are developing their speaking and listening skills, for example through circle time, and are learning how to recognise their own names through the self-registration routines. These skills are further enhanced through sharing books with adults. All of the children frequently count everyday objects, such as mugs, and each other. Limited opportunities for children to access a range of ICT inhibit their ability to develop skills for the future. Specialist teaching in music contributes positively to outcomes for the older children.
- 3.15 The learning and outstanding quality care provided by key people ensures that all of the children's needs are identified and met. These are highlighted well through suitable evaluation and planning, and through very nurturing interactions with the children. Those children with SEND and EAL have their needs met very effectively, for example through additional support.
- 3.16 All aspects of the children's personal, social and emotional development are fostered extremely well through their positive interactions with the very supportive staff. Children display good behaviour, are polite and courteous. They are respectful towards each other, visitors and staff, and know how to stay safe. Children take delight in receiving praise and encouragement. They demonstrate their independence during mealtimes, for example, when serving themselves at lunch. This meets the recommendation of the previous Ofsted inspection. Secure leadership and management ensure that safeguarding and welfare requirements are met.
- 3.17 Since the previous Ofsted inspection, the setting has made good progress in responding to all the recommendations.