

# Cambridge Day Nursery Ltd

38 Cambridge Road, ILFORD, Essex IG3 8LU



<b>Inspection date</b>	10 October 2018
Previous inspection date	27 April 2016

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- The manager makes good use of support and feedback from the local authority early years coordinator to continually improve the nursery. She has effectively addressed the recommendations from the previous inspection. For example, she has now increased the range of activities in the garden for children to enjoy and learn.
- Staff develop close partnerships with parents. From the start, they encourage parents involvement to enable a smooth settling-in process for new children. Staff provide parents with ongoing feedback about their children's care and learning.
- Staff observe and assess children's learning well. They provide interesting learning experiences for children, and effectively interact with them during their play to help them make good progress with their development.
- Children behave well. For example, toddlers make space to allow other children to join their play and older children share and take turns to use resources effectively.

### It is not yet outstanding because:

- On occasion, staff miss opportunities to support children to identify and manage their own self-care needs.
- Staff do not consistently ensure that older children have access to a range of opportunities to extend their literacy skills even further.

## What the setting needs to do to improve further

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

- extend children's opportunities to further develop their self-care skills
- increase opportunities to enhance older children's early literacy skills even further.

### Inspection activities

- The inspector observed the quality of teaching in the playroom and the outdoor play area. She reviewed a selection of children's assessment records and staff planning documentation.
- The inspector held discussions with the manager during the inspection.
- The inspector held discussions with staff about their roles and assessed their understanding of meeting the requirements of the early years foundation stage.
- The inspector took account of children's and parents views during the inspection.
- The inspector conducted a joint observation of an activity with the deputy manager.

### Inspector

Martina Mullings

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager implements robust recruitment and vetting processes to ensure staff are suitable to work with children. Staff have a clear understanding of child protection issues and the procedures to report any concerns. Staff work closely together to implement the daily routines and to ensure effective practice. They benefit from regular supervision meetings and development opportunities to enhance their teaching skills. For example, staff attend training and share good practice ideas with other staff on how to strengthen children's mathematical skills. The manager tracks groups of children's progress well. She is clear about gaps in children's development and ensures that staff take effective steps to address these swiftly. Staff work closely with other professionals to support children who have special educational needs and/or disabilities.

### Quality of teaching, learning and assessment is good

Staff know individual children's interests and needs well. They use this information to plan stimulating indoor and outdoor activities for children to enjoy and learn. For example, toddlers develop their imaginative and speaking skills when exploring in the mud kitchen area. They pretend to cook food and confidently talk about their experience. Staff make good use of opportunities to support children to count and compare the sizes of different items. Children have many opportunities to develop their creative and sensory skills. For example, they explore the textures of flour and oats, learn to use different tools and use their imagination well to bring ideas to life. Staff provide good opportunities for children to develop an awareness of people and places within the local community.

### Personal development, behaviour and welfare are good

Children develop strong relationships with their key person and they know when to seek their support. Children are familiar with their environment. They explore the learning experiences available to them and make decisions about their play. Staff offer regular praise and encouragement to help children recognise their own achievements and to develop their confidence. Staff model and encourage positive behaviour for children to learn. For instance, they show respect to children, listen and address them appropriately. Staff support children to develop good health and physical skills. For example, they ensure children wash their hands before meals and make them aware of how to use the climbing frames safely.

### Outcomes for children are good

Children make good progress in relation to their starting points. They develop skills to help with the next stage in their learning. For example, toddlers develop their speech and listening skills well. They display good balance on the see-saw and learn to ride a tricycle. Older children develop their social skills effectively and form friendships with other children. They enjoy the dressing-up activity and pretend to take on the role of different people, such as a fire fighter putting out a fire.

## Setting details

<b>Unique reference number</b>	EY346992
<b>Local authority</b>	Redbridge
<b>Inspection number</b>	10073838
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	36
<b>Name of registered person</b>	Cambridge Day Nursery Limited
<b>Registered person unique reference number</b>	RP904951
<b>Date of previous inspection</b>	27 April 2016
<b>Telephone number</b>	0208 598 8059

Cambridge Day Nursery Ltd registered in 2007 and is open Monday to Friday, from 8am until 6pm, throughout most of the year. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-old children. The provider employs 12 staff, including the manager. Of these, two staff hold early years qualifications at level 6 and eight staff hold early years qualifications at levels 2 or 3.

This inspection was carried out by Ofsted 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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