

Inspection of Flitwick Day Nursery

20 Steppingley Road, Flitwick, Bedford MK45 1AJ

Inspection date: 14 June 2021

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

What is it like to attend this early years setting?

The provision is good

Children enjoy attending the nursery. They respond positively to the welcoming environment and develop their inquisitiveness as they explore the resources. Staff value each child's individuality and demonstrate their genuine interest in the children and their desire to help them develop and achieve. Staff are sensitive to the possible effects of the COVID-19 (coronavirus) pandemic on children and families. They maintained contact with families during each national lockdown, working hard to understand children's experiences, interests and activities during these times. They then ensured that their resources and discussions reflected these, helping children to feel secure and settled on their return.

Children participate in many activities that help develop their physical skills. For example, babies develop coordination and use their large muscles as they walk over a small bridge, holding on to a railing. This supports their early experiences of keeping themselves safe. Children demonstrate positive attitudes and become immersed in their play. For example, children playing outside mix paint colours and try these out on paper. They work together, noticing how the sun shines through the paper, and experiment by making handprints. Children are kind and considerate towards others. They share toys and are learning to resolve minor disputes.

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

- Managers have an accurate view of the quality of the nursery. The manager gives feedback to staff about their practice after completing regular observations. This has helped raise the standard of interactions. All staff show a commitment to sustaining improvements.
- Staff understand what children need to learn next and incorporate this into the planning. They review activities to check what children have learned and build on this. For example, a staff member reading to children knows their next steps and encourages them to make up a story. They take turns to develop the story and are proud of the finished book. This sensitive interaction builds children's confidence and the skills that support their learning.
- The manager has secure procedures to monitor children's progress and quickly notes any child at risk of falling behind. She supports staff in promoting each child's development. Staff tailor their support to suit children, particularly those who have special educational needs and/or disabilities, so that all make good progress.
- Children gain practical skills that aid their learning. They share ideas, work together and handle resources carefully. For example, they pretend to make tea using a china teapot. They invite others to join them and discuss how to extend their game.

- Thoughtful practices help children understand their community and the needs of others. For example, they help put together resources to make time capsules. Local families then collect these from outside the nursery.
- Children show an interest in mathematics and are gaining a good early understanding of this. Older children count accurately and confidently compare size and shape, for example as they play with ice cubes.
- Children are developing good communication skills. Staff sing to babies and the babies express themselves with gestures, such as pointing. Staff talk clearly and use opportunities to extend children's vocabulary. Older children playing with sand talk about making 'blueberry powder' and the shapes of birthday cakes, describing a semi-circle and a tyrannosaurus rex cake.
- Parents say they are very happy with the nursery and appreciate the good communication. They understand what their children are doing at nursery and feel supported in building on this at home. For example, they help children plant seeds and make sock puppets using resources provided by the nursery.
- The routines for older children during periods of transition, such as lunchtime, are not always well organised. At this time, children become restless and the noise levels rise. This makes it harder for children to listen and engage.
- Additional funding, such as early years pupil premium, is used well to support children's needs. For example, staff purchase and play games to help children learn how to listen and take turns.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff demonstrate a good knowledge of safeguarding. They understand how to identify and report any concerns about children's welfare. Staff work well with statutory agencies to ensure that children's welfare is promoted and their care is consistent. They understand the risks posed to children by exposure to extreme views or practices. Robust recruitment procedures ensure that staff are suitable to work with children. Staff take effective action to protect children from potential risks posed by use of the internet.

What does the setting need to do to improve?

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

- support staff to better manage older children's needs during periods of transition, such as mealtimes.

Setting details

Unique reference number	EY486612
Local authority	Central Bedfordshire
Inspection number	10133039
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	84
Number of children on roll	111
Name of registered person	Davidson-Roberts Ltd
Registered person unique reference number	RP911128
Telephone number	01525 718866
Date of previous inspection	27 November 2019

Information about this early years setting

Flitwick Day Nursery registered in 2015. The nursery employs 25 members of childcare staff. Of these, 22 hold appropriate early years qualifications at level 2 or above. The setting opens from Monday to Friday all year round. Sessions are from 7am until 6.30pm. The nursery provides funded early education for three- and four-year-old children.

Information about this inspection

Inspectors

Kelly Eyre
Elke Rockey

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. Inspectors discussed the impact of the pandemic with the setting and have taken that into account in their evaluation of the setting.
- Inspectors and the nursery manager carried out a tour of the nursery to discuss and understand how the early years provision and the curriculum are organised.
- Inspectors observed activities indoors and outdoors and assessed the impact these have on children's learning.
- Each inspector completed a joint observation with the nursery manager.
- A meeting was held between the inspectors, the nursery manager, the area manager and the nominated individual. Inspectors looked at relevant documentation, including the safeguarding procedures and evidence of the suitability of staff.
- Inspectors held discussions with staff, children and parents at appropriate times during the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021