

King's Ely Acremont Nursery

Kings School, Barton Road, Ely, CB7 4DB



Inspection date	21 February 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection: Previous inspection:	Outstanding	1
Effectiveness of the leadership and management		Outstanding	1
Quality of teaching, learning and assessment		Outstanding	1
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Outstanding	1

Summary of key findings for parents

This provision is outstanding

- Teaching is of an exceptionally high quality. Children are enthralled by staff's storytelling. Children wear masks they make and act out a traditional story about ducklings and swans. They use the whole of the outside space as they run and swoop. Staff give children time to consider how each of the characters might feel throughout the story.
- The youngest children are cared for in a calm and nurturing environment. They crawl over to staff and snuggle on their laps while they look at books and investigate interesting objects.
- Providers and managers strive for excellence. They regularly review and update their self-evaluation of the nursery and constructively use feedback from staff, parents, children and external professionals. This helps managers continually improve the quality of care and education.
- Children respect the views and choices of others and begin to learn about democracy. For example, the older children vote to decide which book will become the book of the week for the following week. Together they decide what activities they would like to select to help them investigate and understand the story.
- From a young age, children learn how to keep themselves safe. Staff supervise them while they take age-appropriate risks, such as chopping soft fruits for their snacks. Older children learn to safely cross the road when out on their regular walks.

What the setting needs to do to improve further

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

- continue to exploit the excellent learning opportunities children engage in, using observations and assessments to pinpoint highly focused steps that support children's rapid progress in the most exciting and fulfilling way.

Inspection activities

- The inspector observed activities in all areas of the nursery. She spoke to staff and children at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the nursery manager.
- The inspector held meetings with the nursery manager and senior management from King's Ely.
- The inspector viewed evidence of suitability of staff working in the nursery. She looked at a range of documentation, including records of accidents, risk assessments, the safeguarding policy and children's assessments.
- The inspector took into consideration the views of parents spoken to on the day and those contained in questionnaires, letters and cards.

Inspector

Katrina Rodden

Inspection findings

Effectiveness of the leadership and management is outstanding

The arrangements for safeguarding are effective. Leaders and managers ensure that staff are suitable to work with children. Staff carry cards containing information to help ensure they are clear about how to report any concerns they may have about children's welfare. Managers use robust induction methods to assist new staff in understanding their roles and responsibilities. Managers take staff to visit different settings, helping them to gather exciting ideas to develop, contributing towards excellent continual professional development. Managers welcome the expertise of external professionals. For example, they work with them to develop and deliver targeted plans to support children who have speech and hearing difficulties. Managers closely monitor groups of children's progress and plan to continue to ensure staff use accurate assessments to plan dynamic activities, helping all children excel in their learning and development.

Quality of teaching, learning and assessment is outstanding

The well-qualified staff skilfully follow children's interests and add suitable challenges, contributing towards their excellent progress. Very young children enjoy returning to familiar activities, helping them learn at their own pace. Children who speak English as an additional language are greeted in the language spoken at home and are able to use this language while they play. Staff effectively support children's rapid language acquisition. For example, they describe what children are doing and give them time to respond. Children embrace opportunities to experiment. They work out which model creature weighs more. They test out their predictions using balancing scales, helping to consolidate mathematical concepts. Staff regularly share children's progress with parents through two-way communication.

Personal development, behaviour and welfare are outstanding

Staff work closely with parents to gather information about children's key routines, likes and interests, helping them settle children right from the start. Transitions to new group rooms and ultimately to school are exceptionally well planned. Both children and parents get to know the new key person before children begin to visit and subsequently move to their new group. The oldest children eat their nutritious lunch in the school hall, helping them prepare for more formal school routines. Children behave exceptionally well. They understand the clear and consistent rules set by staff.

Outcomes for children are outstanding

Children are motivated, enthusiastic learners. Any gaps in learning are swiftly identified through robust monitoring and are closed through highly targeted interventions. Children understand that text has meaning. They learn to follow script from left to right, such as following coloured notes to help them play tunes on a piano. Children master simple mathematical concepts and learn to recognise their name from a very early age. They proficiently use scissors, name letters and sounds and concentrate for long periods of time. When the time comes, children are ready for their next stage of learning at school.

Setting details

Unique reference number	EY481414
Local authority	Cambridgeshire
Inspection number	1125567
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	71
Number of children on roll	93
Name of registered person	The King's School, Ely
Registered person unique reference number	RP526860
Date of previous inspection	Not applicable
Telephone number	01353 660514

King's Ely Acremont Nursery opened its provision for two-year-olds in 2014 and for one-year-olds in 2015. It is situated within the existing nursery premises. The nursery employs a total of 19 members of childcare staff, 15 of whom hold appropriate qualifications at level 3 and above. The nursery is open from Monday to Friday for 45 weeks of the year. One-year olds attend between 8am and 6pm. A variety of sessions is available for children aged two years and above to provide care during the same hours. The nursery provides funded early education for three- and four-year-old children.

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