

Inspection of Stephen Perse Nurseries - Dame Bradbury's

Dame Bradbury's School, Ashdon Road, Saffron Walden, Essex CB10 2AL

Inspection date: 21 October 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	Not applicable

What is it like to attend this early years setting?

The provision is good

Children experience a broad range of learning opportunities, helping them to develop skills and make progress in all areas. Children are curious to explore the resources and show good levels of engagement. There is a focus on developing children's critical thinking skills and independent learning. For example, children confidently look inside baskets to find the tools they could use to flatten and cut play dough. Toddlers demonstrate high levels of persistence to find the correct wooden shapes to complete puzzles.

Children of all ages are happy and engage confidently with staff and other children. They form strong attachments with staff. This helps children feel safe and secure. Children's behaviour is good. They are polite, sociable and share the resources well. Children listen to staff and respond appropriately.

Children have many opportunities to be physically active. In the outside area, they peddle the bikes and scooters enthusiastically around a track, showing good control. Babies and toddlers develop strength and coordination as they freely move around the room. Babies learning to walk use low-level furniture to pull themselves up to a standing position. Children regularly attend a forest school on site where they play and explore as they learn about nature and the environment.

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

- The leadership team have a clear and ambitious vision. They plan a broad curriculum to encourage children to become critical thinkers and independent learners. The leadership team monitor and track the progress and development of every child. They evaluate the provision and are committed to implement any improvements to maintain a high-quality provision.
- Staff use information provided by parents and their own observations to establish what children already know and can do. They talk confidently about what children need to learn next and how they plan activities to support children to make good progress.
- Before children start, settling-in sessions are arranged and are tailored to help meet children's individual needs. The key-person system is firmly embedded and key people form relationships with children's parents from the start. As a result, staff know children and families well.
- Children develop a love of books and reading. They visit the school library and sit under the overhanging branches of 'the tree of knowledge'. Children listen intently as staff read to them in the calm and inspirational space. Children curiously look through the good selection of appropriate books on display before selecting a book to take home.
- Children have daily opportunities to enjoy songs and rhymes. They

enthusiastically join in with familiar songs. Some children show confidence to sing by themselves. Children watch staff intently as they model the actions. Children have great fun as they imitate staff and make their fingers into the 'hedgehogs' and 'spiders' that feature in the song.

- Children's independence is supported well. For example, older children confidently toilet themselves and wash their hands. Staff encourage them to change their shoes to wellies and put on their own coats for outdoor play. Babies and toddlers flourish in the nursery. They benefit from high-quality interactions from staff in a calm and nurturing environment.
- The nursery chef provides children with freshly cooked, home-made meals and snacks every day. This helps to ensure they have a healthy and well-balanced diet. Children sit together at mealtimes, demonstrating good social skills and table manners.
- Staff attend supervision meetings and appraisals. The leadership team arrange regular staff training. Staff say they feel valued and supported. However, leaders do not consistently provide staff with incisive feedback to ensure they understand how to improve their knowledge and skills to the highest level.
- Parents are highly complimentary about the nursery and staff. They say they feel well informed about their child's progress and what they need to learn next. Parents value the daily feedback provided by staff when they collect their children. They appreciate the information staff share with them to help support children's learning at home.

Safeguarding

The arrangements for safeguarding are effective.

Staff know how to identify the signs of child abuse. They know what to do if they have concerns about a child's welfare. They understand the procedures to follow should there be a concern or an allegation made about a member of staff. Leaders provide training for staff to update and refresh their knowledge and understanding about safeguarding. Recruitment and vetting procedures are very thorough. Staff's ongoing suitability is regularly checked. Daily risk assessments in each room are used effectively to provide a safe and hygienic environment for children.

What does the setting need to do to improve?

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

- provide staff with incisive feedback to enable them to improve their knowledge and skills to the highest level.

Setting details

Unique reference number	2553123
Local authority	Essex
Inspection number	10198702
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 2
Total number of places	41
Number of children on roll	33
Name of registered person	The Stephen Perse Foundation
Registered person unique reference number	2553122
Telephone number	01799522348
Date of previous inspection	Not applicable

Information about this early years setting

Stephen Perse Nurseries - Dame Bradbury's registered in 2019. The setting employs eight members of childcare staff. Of these, five hold appropriate early years qualifications at level 3 and above. The setting opens Monday to Friday, from 7.30am until 6pm, all year round with the exception of bank holidays, over the Christmas period and for one week in August.

Information about this inspection

Inspector

Marisa White

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.
- The leadership team joined the inspector on a learning walk. They talked to the inspector about their curriculum and what they want children to learn.
- Staff spoke to the inspector during the inspection.
- The inspector observed the interactions between staff and children.
- The inspector carried out joint observations of group activities with a member of the leadership team.
- 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.

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