

# Blackberry House Day Nursery (March)

12 The Causeway, MARCH, Cambridgeshire, PE15 9NT



## Inspection date

8 March 2017

Previous inspection date

Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of the 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

### This provision is good

- Parents are very positive about the nursery and staff establish effective partnerships with them. Parents say they feel fully informed and involved in every aspect of the nursery and their child's learning and development. This is a key strength.
- The manager gathers the views of parents, staff and children to help identify areas to improve. She implements a clear action plan to drive improvements in practice. The recent redevelopment of the outdoor provision has had a positive impact in children's engagement and progress in their learning.
- Children settle quickly and establish strong and respectful attachments with staff. They demonstrate they feel safe and secure and thrive in their care.
- Children's behaviour is good and they are well mannered. Staff are good role models who promote a positive atmosphere of mutual trust and respect. They praise children's efforts and achievements. This helps children to develop a sense of belonging and supports their growing self-confidence.

### It is not yet outstanding because:

- Sometimes play activities for younger children are rushed and staff move them on to the next activity too quickly. This means younger children do not always have enough time to explore and satisfy their curiosity.
- Sometimes during small-group activities with older children, some staff do not recognise when to adjust their teaching strategy so that all children are included.

## What the setting needs to do to improve further

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

- support staff to understand when and how to adapt teaching strategies, so that during small-group activities all children are included
- help younger children to explore and satisfy their curiosity during activities.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector held a meeting with the nursery manager and provider. She looked at relevant documentation and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a number of parents during the inspection and took account of their views.

### Inspector

Gail Warnes

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Staff fully understand their role to protect children from harm and to keep them safe. They receive regular child protection training and know what to do should they have any concerns about a child's welfare. The provider implements rigorous recruitment procedures to help to ensure only suitable adults work with children. The manager regularly reviews the progress children make in their learning and development. She holds frequent supervision meetings with her staff to support them and to help them to continually improve their practice. Effective use of additional monies, such as the early years pupil premium, ensures the precise needs of those children in receipt of the funds are supported well. This includes children for whom English is an additional language. Partnerships with other professionals are effective in helping children to be ready for school.

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

The quality of teaching is good. Qualified staff regularly observe children as they play. They assess the progress they make and identify their emerging interests to aid planning for their next steps in learning. Staff provide children with good opportunities to talk. They ask questions and model new words to support their understanding and growing vocabularies. Children play enthusiastically as they pretend to be vets. They put plasters on toy dogs and staff talk about animals and how vets help them. Older children dig and explore the natural environment. They are curious about what they find in the soil and staff talk to them enthusiastically about the snails and insects they discover. Staff instinctively model counting as they help younger children climb the steps to use the slide.

### Personal development, behaviour and welfare are good

Staff promote equality of opportunity at all times. They remind children to take turns on the slide and to help each other as they play. Children demonstrate good hygiene routines, such as washing their hands before meals. They sit and eat freshly cooked food with staff, who support them to use knives and forks to cut their food for themselves. The outdoor environment is well organised to support those children who prefer to learn outside. Children enjoy the space for more vigorous activities, such as climbing and running. They confidently explain how they earned their medals during the activity with the sports coach. Children learn about the needs of other living things as they make bird feeders which they hang in the garden.

### Outcomes for children are good

All children make good progress given their starting points and capabilities. They are becoming independent and enjoy doing things for themselves, such as clearing away their cups and bowls at snack time. Children are confident and eager to join in with activities. Peer friendships begin to flourish as children seek each other out to share their experiences and explore together. Older children demonstrate a keen interest in reading for themselves as they confidently recognise letter sounds. Children demonstrate positive attitudes towards learning and are acquiring key skills to support their future education.

## Setting details

<b>Unique reference number</b>	EY494606
<b>Local authority</b>	Cambridgeshire
<b>Inspection number</b>	1033061
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	40
<b>Number of children on roll</b>	75
<b>Name of registered person</b>	Blackberries Childcare ( March) Ltd
<b>Registered person unique reference number</b>	RP910269
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01354 660309

Blackberry House Day Nursery (March) was registered in 2015. The nursery employs 11 members of staff including a cook and cleaner. Of these, 10 hold appropriate early years qualifications at level 2 or above. The nursery opens from Monday to Friday all year round. Sessions are from 7am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children for whom English is an additional language.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto: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/](http://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](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

