

# Caverstede Early Years Centre



Caverstede Early Years Centre, Caverstede Road, Peterborough, Cambridgeshire, PE4 6EX

<b>Inspection date</b>	5 February 2015
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Outstanding</b>	<b>1</b>
	Previous inspection:	Not applicable	
How well the early years provision meets the needs of the range of children who attend		Outstanding	1
The contribution of the early years provision to the well-being of children		Outstanding	1
The effectiveness of the leadership and management of the early years provision		Outstanding	1
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is outstanding

- The quality of teaching and care is outstanding. All staff are highly qualified and have a passion for their work. Due to their dedication and understanding, all children make excellent progress at the nursery and have great fun as they learn.
- Children with special educational needs and/or disabilities are cared for exceptionally well. Staff know each child and their families well and work tirelessly to ensure that children can be immersed in exciting play opportunities, make friends and learn new skills.
- All children are enthusiastic and active learners. They delight in the wealth of exciting learning opportunities at the nursery and begin to develop a curiosity that will support their future learning.
- Staff provide children with nutritious meals and snacks to promote good health at nursery. They make excellent use of these routine times to talk about hygiene and ways in which children can keep themselves healthy.
- Leadership and management are inspirational. The drive for improvement is uncompromising and they continually seek ways to improve children's learning and care while at nursery. Robust recruitment procedures are in place and this means that only the best staff join this exceptional team.
- Outstanding staff training is central to the success of the nursery. Staff value the frequent opportunities to link with other professionals and readily disseminate their expertise to others. This means their excellent practices are used by a variety of professionals to benefit all children.
- Safeguarding practices are second to none. Staff are vigilant to children's safety as they play and are highly trained in recognising when to report signs of harm.

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## What the setting needs to do to improve further

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

- refine and implement the detailed and excellent plans to extend the outside provision, to improve younger children's experiences of the natural world even further.

### Inspection activities

- The inspector observed activities in both the inside and outside learning environments.
- The inspector held meetings with the head teacher, chair of governors and senior managers.
- The inspector, head teacher and deputy, took part in a joint observation.
- The inspector took the views of parents into account.
- The inspector looked at children's learning journals, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation form and a range of other documentation.

### Inspector

Jacqueline Baker

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## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is outstanding**

Staff have an outstanding understanding of how children learn through play. They never tire of joining in, or leading activities to enhance children's development to the highest possible level. For example, staff encourage children during 'puddle play' to experiment with filling and emptying containers. They use words, such as 'cylinder', 'more', and 'less', while demonstrating how to use small scoops to transport water from one receptacle to another. This helps children develop mathematical language and begin to investigate the concept of capacity. Staff are highly skilled at meeting all children's needs including those with special educational needs and/or disabilities. They teach children to communicate in a variety of ways and therefore all children are able to successfully make choices for themselves. Small group activities provide excellent opportunities for staff to read stories, sing counting songs or explore children's imaginative worlds with puppets. These familiar routines and stimulating activities provide ideal opportunities for children to gain the concentration and listening skills ready for their next stages in learning, including school.

### **The contribution of the early years provision to the well-being of children is outstanding**

Outstanding warm and caring relationships exist between staff and children. Staff also have an excellent partnership with parents and because of this, they possess an exceptional knowledge of individual children's care needs. All children demonstrate they feel safe and secure in the nursery as they play and learn happily. Staff use consistent strategies to help children learn to behave appropriately and consequently, all children socialise contentedly with friends of all ages. Staff are particularly mindful of children's safety as they play and help children to consider other's as they move around the nursery. Children develop excellent independent skills as they freely choose to play and learn inside or outside. High quality resources extend children's learning in both areas. Nevertheless, staff aspire to make even greater developments to enhance younger children's learning outside, particularly in the wooded area.

### **The effectiveness of the leadership and management of the early years provision is outstanding**

The leadership and management team have an excellent understanding of their responsibilities. Self-evaluation is embedded in practice and action plans targeted firmly on continued improvements. Staff are highly qualified yet strive to improve their knowledge and skills further. For example, staff recently attended training focusing on children's emotional attachments and subsequently refined their own practices to improve children's well-being. Regular supervision further complements staff's professional development and ensures their practice remains outstanding. Policies and procedures support staff in their work and safeguard children well. Monitoring of children's progress is rigorous and means that concerns are swiftly addressed. Partnerships with other professionals are excellent and consequently there are exceptionally well-coordinated practices to support all children throughout the nursery and beyond. Staff value outstanding partnerships with parents. This is reciprocated by parents, who speak highly of staff and children's progress.

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**Setting details**

<b>Unique reference number</b>	EY295314
<b>Local authority</b>	Peterborough
<b>Inspection number</b>	1001075
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	160
<b>Number of children on roll</b>	152
<b>Name of provider</b>	Caverstede Early Years Centre Governing Body
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01733 571 742

The Caverstede Early Years Centre was registered in 2004. The nursery employs 32 members of childcare staff. All hold appropriate early years qualifications including six who hold Qualified Teacher Status. The nursery opens, from Monday to Friday during term time only. Sessions are, from 8am until 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children.

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