

# Inspection of Bedford Greenacre Nursery

Bedford Greenacre Independent School, 23 Kimbolton Road, Bedford MK40 2NY

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Inspection date: 16 November 2022

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

Children are exceptionally happy and thrive in this incredibly welcoming, inviting, and inclusive nursery. They have extremely secure attachments with the dedicated and enthusiastic staff. Learning opportunities in the outdoors are abundant. Older children count logs as they jump from one to another. They use saws and safety equipment to cut wood. Younger children are taught to manage their own risk, climbing independently on equipment.

Staff have very nurturing relationships with children. Children have a strong sense of belonging and well-being. Staff have very high expectations of children's behaviour and what they can achieve. For example, all children are taught to be responsible for certain tasks, such as setting the tables and cutting up the fruit for snack. Children delight in carrying out these activities and show high levels of independence and confidence. Younger children are exceptionally well prepared for their next stage in education, and transitions are seamless.

Staff are very clear about what they want children to achieve, and they work in excellent partnership with parents to ensure children's well-being and development are supported at home. Behaviour is excellent. Children are aware of the impact their behaviour can have on others and this is demonstrated as younger children play cooperatively together.

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

- Skilled staff create an exceptional learning environment in which children are highly motivated and remain engaged in activities for long periods. This results in a calm atmosphere and exemplary behaviour. Younger children play alongside each other, making 'frogs' in dough. They share lollipop sticks with each other and proudly show their creations. Pre-school children ask each other to pass them pots of different coloured paints.
- Support for children with special educational needs and/or disabilities is inspirational. Staff understand the importance of early intervention and, as a result, all children make the best possible progress. The special educational needs coordinator works closely with all staff, parents and early years professionals to implement highly effective strategies to support children with speech and language difficulties.
- Staff know the children that they care for incredibly well. They involve all children in their play and adapt activities to provide children with a rich and stimulating learning environment. Children move freely around the setting and choose what they would like to do, and staff use these opportunities to extend children's learning.
- Mathematics is taught in an exemplary way. Children enjoy measuring blocks in

the garden with rulers. They talk about which one is the tallest and construct with adults to make taller ones. New words and concepts are continuously being introduced. For example, within play, conversations take place about 'blueberry pasta' in the mud kitchen. New words, such as 'flavours, lots' and 'little', are used. Children are encouraged to compare the sizes of their spoonfuls of mud and compare which one is runnier when water is added. This supports even the youngest children to develop a solid foundation in mathematics.

- Staff interact positively with children and support their communication and language development extremely well. They engage children in conversations and introduce new words to extend their vocabulary. For instance, staff use a session called 'bucket time' to teach children new language. Younger children use potato mashers with cereal, while staff use action words, such as 'mash, mash, mash'. Older children have pots of dough at the table and follow instructions intently. There are ample opportunities for children to develop their speech and language skills through stories and rhymes during their day.
- Families are supported extremely well. The nursery staff run courses for parents to provide extra support, such as healthy eating for children and promoting positive behaviour. Parents and children who speak English as an additional language receive communication packs in their home language. Staff gather detailed reports from parents when children first start to identify what children already know and can do. Parents are extremely complimentary about the nursery. They praise the settling-in period and are delighted with the 'rapid progress' their children make.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a robust understanding of the possible signs and symptoms of abuse. They have effective knowledge of a wide range of safeguarding concerns, including female genital mutilation and the 'Prevent' duty. Staff receive regular training to ensure their knowledge remains up to date and they are aware of new terminology. They are regularly tested to ensure that their knowledge is up to date. New staff are trained as a priority through a newly designed induction programme. Staff are confident about how to escalate concerns about children and know what to do if they have a concern regarding one of their colleagues, and the whistle-blowing procedure. These robust policies, as well as staff's access to regular training, strengthens all aspects of safeguarding practice.

## Setting details

<b>Unique reference number</b>	2597789
<b>Local authority</b>	Bedford
<b>Inspection number</b>	10251460
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	100
<b>Number of children on roll</b>	94
<b>Name of registered person</b>	Bedford Greenacre Independent School Limited
<b>Registered person unique reference number</b>	2597788
<b>Telephone number</b>	01234 327776
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Bedford Greenacre Nursery registered in 2020 and is located in Bedford. The nursery employs 26 members of childcare staff. Of these 20 members of staff hold appropriate qualifications at level 2 or above. The nursery operates from Monday to Friday all year round. The nursery is open from 7.30am to 6pm. The nursery provides funded early education for three- and four-year-old children.

## Information about this inspection

### Inspector

Amy Clarkson

## 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 manager and the inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children at appropriate times during the inspection.
- A range of documentation was reviewed, including staff's qualification certificates.
- The inspector and manager observed children during activities and completed a follow-up discussion about children's learning and development.

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.

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