

Inspection of Buckden Day Nursery

16 Mill Road, Buckden, St. Neots, Cambridgeshire PE19 5SS

Inspection date:

21 August 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children thrive at this outstanding setting, where staff's passion for early education shines through. Staff offer exciting and interesting learning opportunities based on children's interests and next steps, supporting children's exceptional levels of engagement and concentration throughout their play and learning.

Children are incredibly kind and respectful to each other. They engage in regular conversations about their play and show genuine interest in their peers' lives. For example, children ask questions about families and special events that happen outside the setting. Children are proud to share their experiences with their friends and interact very well with all children at the setting.

Children's behaviour is outstanding. They listen carefully to staff's instructions and follow these extremely well. Staff provide clear rules and boundaries for all ages and ensure children understand what is expected of them. Children's safety is paramount and staff constantly review the environment to ensure it is safe for children to explore freely. Furthermore, children are taught how to keep themselves safe. For example, outdoors, children look for risks in the environment and share with staff the importance of following rules and boundaries.

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

- Staff prioritise children's personal and emotional needs at all times and act in the best interests to support children's well-being. This is demonstrated through observations as staff respond to crying babies and offer comfort and a reassuring touch. When children are settling in during their first few visits the key person is always close by and is consistent and responsive to their needs. Therefore, children settle quickly and develop close, secure attachments. Staff's sensitive and outstanding approach to children's individual needs underpins the wonderful progress children make at the setting.
- Children's physical development is sequenced remarkably well throughout the setting. For example, younger babies benefit from a well-thought-out environment where they have space to move and develop their gross motor skills and core strength. As children grow they engage with more difficult learning opportunities, such as play dough, using tools to mix, cut and manipulate materials, in preparation for future writing. Staff's knowledge of how children learn is demonstrated exceptionally well through the learning opportunities they plan.
- Staff demonstrate their incredibly high standard of teaching through interactions with children of all ages. Babies receive responsive, warm and positive facial expressions, while older children are asked questions and interactions from staff to extend and support their critical thinking. Staff tailor their teaching to meet

the needs of each individual child.

- Staff demonstrate their excellent knowledge and understanding of children's individual needs and how well they know each of the children in their care. Staff work incredibly closely with other professionals to gain support and guidance for children with special educational needs and/or disabilities. They also carry out their own research to really ensure they provide the best opportunities for each child. Staff's passion and care is illustrated as they talk about how they thrive to provide the highest standard of care and learning for every child.
- Through play, staff model and teach children a range of communication methods from a very young age. Babies learn to use sign language to communicate their needs and wants. Staff model clear words for children to learn and provide time for singing and reading. Staff continue to support older children as they begin to introduce letter sounds and support more in-depth conversations. Children's excellent language development is demonstrated through conversations and children's high levels of confidence.
- The management team's consistent and constant approach to reflective practice means that staff are always finding new ways to improve, change and extend their teaching and the experiences they provide for children. Recently, staff working in the baby room removed all plastic seating and accessories, promoting children's physical development and attachment to their key person. Additionally, there is a plan to introduce forest school to the setting. Staff are receiving training and plans for an appropriate outdoor environment are in progress. This demonstrates staff's ongoing passion to continuously improve the care and learning they offer.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	EY335961
Local authority	Cambridgeshire
Inspection number	10395102
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	0 to 4
Total number of places	82
Number of children on roll	123
Name of registered person	Davidson-Roberts Ltd
Registered person unique reference number	RP911128
Telephone number	01480 810816
Date of previous inspection	25 October 2022

Information about this early years setting

Buckden Day Nursery registered in 2006. The nursery employs 30 members of childcare staff. Of these, 23 hold appropriate early years qualifications at level 3 or above. The nursery opens from Monday to Friday, for 51 weeks of the year. Sessions are from 7.30am until 6pm. The setting provides government funded early education for all eligible children.

Information about this inspection

Inspector

Vikki Reynolds

Inspection activities

- The deputy manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out joint observations of group activities with the deputy manager.
- Parents shared their views of the setting with the inspector.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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