

Bournemouth Day Nursery

Inspection report for early years provision

Unique reference number EY340754
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Inspector Anne Jeanette Faithfull

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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Bournemouth Day Nursery registered in 2006 and is privately owned. It operates from a large house close to Bournemouth town centre. The nursery operates on two floors. Children have access to playrooms and sleep rooms. Children have access to an outdoor area. Children attend from the local surrounding areas. The nursery is open five days a week from 07:30 to 18:00 all year. The nursery is registered for 85 children on the Early Years Register and is also registered on the compulsory and voluntary parts of the Childcare Register.

There are currently 125 children on roll. The nursery is in receipt of funding for 28 children. The nursery is able to support children with learning difficulties and disabilities, and children who speak English as an additional language. There are 28 staff members employed to work directly with the children, of these 24 staff hold relevant early years qualifications. The nursery receives support from Bournemouth Early Years.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. All children are valued and have their individual needs met owing to the caring and knowledgeable staff team who recognise the uniqueness of each child. Staff effectively use children's ideas, interests and spontaneity to plan a variety of activities and experiences daily, this ensures children make excellent progress in their learning. Robust evaluation systems completed by the management team, staff, parents and children ensures areas for development are continually identified and acted on.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure the safety measures in place are consistently followed to protect children and ensure their safety
- continue to develop the outdoor area to maximise learning opportunities for the children
- ensure children who have English as an additional language can access words in their home language

The leadership and management of the early years provision

The nursery is well managed by the management team who are clearly committed to on going improvement and development of the nursery. All staff are very aware of their individual roles, responsibilities, and work together successfully throughout the nursery to ensure all children's welfare and development needs are met. Effective staff deployment ensures all children receive high levels of individual care and attention. There are secure systems in place to ensure all staff are checked

and suitability qualified. The staff and management team use their experience and knowledge effectively to provide a child led environment where children enthusiastically learn through their play and a range of activities and experiences. An appraisal system is in place where staff discuss their training needs and this ensures the on going suitability and development of the staff. All staff continually evaluate the provision daily in a variety of ways including talking about how the day has gone and any changes required to the equipment, activities and experiences offered to ensure they continually meet the needs of the children.

Staff have a good understanding of child protection issues and the steps to take if they have concerns. A comprehensive range of risk assessments are in place to ensure children's safety in the nursery and when on outings. However, not all safety measures in place regarding visitors to the nursery and stair gates are consistently followed to protect children. Good partnerships are developed with parents and they have the opportunity of attending regular parents' meetings and completing questionnaires. Parents can access all the policies and procedures as they are displayed in the reception area. They readily comment through thank you cards and conversations with the inspector on how approachable, supportive and caring the staff are and the good relationships they have developed with them and their children. The nursery has made links with other settings the children attend to ensure children's needs and progress are consistently recognised and addressed.

The quality and standards of the early years provision

Children happily enter the nursery and quickly settle to play. They thoroughly enjoy their time at the nursery and achieve exceptionally well. Babies and younger children are beginning to form relationships with each other and older children readily greet the staff and their friends. Children readily approach visitors to show them their items of work and talk about their day. The staff are very aware of how to extend children's play and ask open-ended questions to enhance children's early communication skills. They also use picture boards to help children's communication skills and the children readily join in. However, children who attend with English as an additional language currently do not have access to words in their own language. Children enjoy participating in singing sessions where they choose to sing their favourite songs such as 'animal fair' where they make the sounds of the animals. Babies enjoy playing with musical instruments and show great delight when they make a noise. Staff effectively use everyday routines to encourage children's mathematical skills such as counting, calculating and measuring.

Children's work is attractively displayed around the nursery for parents and visitors to see and this gives children a sense of belonging. Children use spacious rooms in which staff create suitable learning environments and they can access specialist areas, such as the library and soft play area. Throughout the nursery, staff achieve a good balance of adult-led and child-chosen play. Children have the opportunity throughout the day to use the outdoor area. They help to water the vegetables and plants they have planted and readily participate in parachute games. However, the outdoor area does not fully promote all areas of learning and the nursery is in

the process of re designing and developing the outdoor area. Staff in the baby rooms encourage the babies to make sounds by continually talking to the babies and reinforcing with facial gestures. All children can access a range of resources throughout the nursery, which are fun and interesting, and helps them to learn and develop. For instance, babies enjoy the foot painting and water play and older children enjoy many role-play situations such as, dressing up as a skeleton and bear.

Staff plan daily activities for the children based on the children's own ideas, spontaneity and interests. For example, a child talked about their dreams so they planned a day based around the night-time where children listened to stories about night-time and made pictures using glitter of the night sky. Another child talked about ice creams so the staff planned activities around ice creams. Staff record the regular observations they make on the children and these are used effectively to plan for the child's next steps and help to identify any areas of concern. They work with other professionals when required to support children in the nursery and ensure all children can fully participate in all the activities and experiences. Staff encourage positive behaviour, as they are calm role models who manage behaviour appropriately. Children are well behaved, they share and take turns when required and readily help to clear away. They are aware of behaviour strategies in place and readily show their reward stickers to visitors and explain why they get them. The nursery has a 'well done' bear which is given to children for special achievements and children enjoy taking the bear home or on holiday with them. Children show care and concern for each other, for example, giving each other a cuddle. Children make many visits in the local community, they enjoy going on the local buses and going to the beach for a picnic. They are beginning to be aware of environment issues as they have made their own recycling box and this is displayed in the reception area so they can recycle items.

The nursery has been awarded the HEY (Healthy Early Years) award and follows a health eating programme. Children can access a drink independently from their own containers when required throughout the day and learn about healthy eating through discussion at snack time about healthy foods and they all enjoy a nutritious home cooked lunch each day. Children's independence skills are promoted as they put spread on their own cracker and choose from a range of fruit the topping they would like. Children are aware of the hygiene procedures in place, such as, washing their hands and cleaning their teeth after meals. Children are beginning to be aware of their own safety as they regularly practise the fire drill and staff remind children about safety issues when on outings for example, stranger danger. Babies and younger children are consistently reminded not to put items into their mouths. Good procedures are in place to ensure children's safety when on outings, all staff and children wear high visibility jackets. Children have opportunities to develop their physical skills as they can use the soft play area, compete in running races outside and on visits to the local park to play on the outdoor equipment.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met