

Bournemouth Day Nursery

75 Lansdowne Road, BOURNEMOUTH, BH1 1RW

Inspection date	07/11/2012
Previous inspection date	11/08/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children benefit from an exciting range of activities throughout the nursery, including time in each of the activity play rooms.
- Staff are receptive to children's interests, creating spontaneous activities to bring their ideas to life.
- Children's healthy life styles are promoted well. They join in outdoor and physical play with enthusiasm and benefit from well-balanced nutritious meals and snacks.
- Babies benefit from a warm and nurturing environment where they form warm and loving attachments with consistent staff.
- Staff parents and children all contribute actively to the development of the nursery to secure meaningful improvements to the benefit of those attending.

It is not yet outstanding because

- At times, the background noise in some playrooms prevents children from communicating their needs and feelings and maintaining attention well.
- Younger children do not always benefit from hearing their home language used in play.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities and quality of teaching in the playrooms and outdoor play area.
- The inspector looked at children's assessment records and planning documentation.
The inspector held a meeting with the registered person and manager to assess
- suitability and qualifications of staff and managements' knowledge and understanding of the EYFS requirements.
- The inspector took account of the views of parents.

Inspector

Bridget Copson

Full Report

Information about 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, and an outdoor area. Children attend from the local surrounding areas.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 101 children on roll in the early years age group. The nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The nursery supports children who learn English as an additional language, and children with special educational needs and/or disabilities. The nursery is open five days a week from 7.30am to 6pm all year.

There are 22 staff members employed to work directly with the children, of these 19 staff hold relevant early years qualifications.

What the setting needs to do to improve further

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

- improve the organisation of rooms at busy times of day by keeping background noise to a minimum to help children to listen and communicate better
- improve younger children's development further by providing more opportunities for them to hear their home language used in play, such as counting, number rhymes or hearing welcome greetings.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children are making good progress in all areas of their learning. They benefit from a good range of resources in their playrooms. They also enjoy time in the different activity rooms, which provide different experiences, including soft play, music, mathematics, art and computer activities. This provides them with exciting new experiences to explore. Staff plan children's development to meet their individual needs and interests effectively. They include organised activities linked to topics and seasonal events as well as lots of time for free exploration. Staff interact in children's play with energy and enthusiasm. They listen well to children and respond to their suggestions and interest. For example, younger children start to jump around the room, and staff extended this by singing 'hop little bunnies' with them. Children aged three and four years benefit from small group activities in which staff ask open questions and allow children time to think and respond. They focus well in these small groups, and discuss feelings and thoughts together.

Key persons and parents work effectively together to monitor and assess children's development to ensure they make good progress. Parents contribute a wealth of

information about their child and family life from the start. This helps to settle their child and form early assessments with staff. Parents are encouraged to stay involved through contributing to the assessments and getting actively involved in the nursery.

Children are active and motivated learners. They show good self-confidence as they explore freely, show their achievements with pride and enjoy contributing information about themselves. Children have many opportunities to discuss and explore their feelings which staff reflect in photographs around the play rooms. Children's communication and language are developing well. Most children listen well and remain attentive. They respond to questions, contribute to discussions when invited and focus for long periods on their chosen activities. However, on occasions, background noise in some of the playrooms in which children aged rising two to three years are playing, prevents them from hearing or being heard by staff. Children communicate their needs and feelings well. Babies cry out, shriek and babble happily. Children use their spoken language in many discussions as they develop, learning new words through topical activities. Staff obtain key words from parents to help the communication and language development of children who are learning English as an additional language. However, not all younger children benefit from hearing their home language used in play. For example, hearing counting and number rhymes to develop an awareness of numbers, or hear greetings to support their communication and language.

Children join in physical play with excitement, using a good range of activities in the soft play room and garden. Babies shuffle, crawl and climb over the soft play blocks, safely balancing and rolling over as they practice their emerging mobility. In the garden, children run freely, climb, balance, pedal, jump and play games. Children are developing a positive sense of self and their local community. They see photographs of themselves and their families around the nursery and displays of their work. They visit places of interest within the local community, such as the shops and library. Children see positive reflections of their home culture and background through the resources they use and the events they acknowledge and celebrate. For example, they visit the sister-nursery close by to join in a Diwali celebration organised by a parent. Children explore the natural environment well. They use the garden windows to observe natural life in the woods, and they grow plants in the garden. They also learn to be responsible young people through re-cycling paper, card and plastic.

Children of all ages independently choose from a good range of books to develop their interest in stories and to find out facts. As they progress, they help staff to make up stories, considering the characters, how they feel and what might happen next. Children also use the computers and electronic pads to complete programmes and to find information. Children are developing good early writing skills. They freely access mark-making resources in their playrooms, in the writing room and in the garden to make notices and to label their work. As children progress, they start to sound out letters and write their names correctly in preparation for school. Children hear and use mathematical language throughout their play. Staff count aloud with them, they sing number songs, and sort objects by length, size and shape. They spend time in the 'maths room' in which they count, measure, weigh, sort and calculate. Children use their imaginations well in pretend play, with small world toys, role-play resources and singing. They also join in with the nursery chef in the Christmas play rehearsals with excitement. Staff are receptive to

children's spontaneous ideas to bring them to life. For example, in response to a child talking about foods and barbeques, a group collects leaves to make a pretend fire, which they sit around cooking play food. Staff extend this further through taking about food preferences and fire safety. Another group of children start to make garages from cardboard boxes; staff support them in cutting out doors and decorating them which they then use with cars.

The contribution of the early years provision to the well-being of children

Dedicated key persons care for children within their playrooms to help them feel settled, safe and secure. As a result, children are developing secure attachments and explore freely from a secure base from which to learn and develop. Staff work closely with parents to help ensure children's specific needs and home routines are met consistently. They are also supported well in their transition through the nursery.

Children benefit from a warm and welcoming environment within their age related playrooms. The baby room provides a cosy and nurturing environment with soft furnishings for quiet play and cuddles, low-level tables for sitting together and interesting sensory toys to explore. As children progress, defined areas of play provide children with greater focus and challenge to extend specific aspects of their learning and help prepare them for school. Staff act as good role models in promote positive attitudes and addressing any issues consistently. They provide lots of encouragement and praise and celebrate children's achievements. Staff also use props to discuss and address any issues as a group without identifying children. Children behave well and are forming friendships with one another and attachments to the staff. They learn about expectations of behaviour and the feelings of others. They respond well to staff guidance, such as sharing and taking turns, and older children are learning to manage issues themselves.

Children learn about keeping safe through staff guidance, such as managing stairs and discussing fire safety with fireworks. Children are developing a good understanding of the importance of healthy lifestyles. They play in a clean and hygienic environment with safety measures throughout to allow them the freedom to explore independently and safely. They join in physical activities and outdoor play with enthusiasm. Staff bring constructional and imaginative resources outside to allow those interested in these activities to play in the fresh air. The dedicated chef and his assistant provide well-balanced and nutritious meals and snacks, and meet each child's individual dietary needs. Children discuss healthy eating at meals, and know 'we don't touch other people's food'.

The effectiveness of the leadership and management of the early years provision

The provider, management and staff have a good knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Secure recruitment and vetting procedure ensure all staff are suitable to work with children. Performance management systems are successful in monitoring staff's effectiveness and

the impact of their practice on children's care and development. The induction programme prepares staff for their roles. On-going staff and team leader meetings and staff supervision provides time for reflection and development of the quality of the setting's provision. Staff have a secure understanding of their roles and responsibilities in safeguarding children, and the procedures to follow in the event of any concerns.

The registered provider, management and staff have a secure knowledge and understanding of the learning and development requirements of the Early Years Foundation Stage. All adults are involved in planning and assessing children's learning and evaluating the success of this. For example, staff in each playroom complete peer-on-peer activity evaluations to monitor the success of activities. All staff contribute to the successful self-evaluation systems to promote continuous improvement. These include quality assurance systems, parent and child surveys, meetings with the local authority and reflecting on all accident and incident logs each month.

Staff establish good working partnerships with parents from the start. Parents' views and involvement in the nursery are sought and valued. Parents state, when asked that 'staff are all very attentive and dedicated to meeting (child's) needs', and 'nothing is too much trouble'. Parents like that their child is 'fed well', 'learns new things all the time', and 'gets to do things he couldn't do at home'. Staff have formed successful links with other practitioners who are also involved in children's care and learning, through meetings and the use of a link book. This ensures consistency of care, and a smooth transition between the settings.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations

in one or more of the key areas. It requires improvement in order to be good.

Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

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.

Setting details

Unique reference number	EY340754
Local authority	Bournemouth
Inspection number	890434
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	85
Number of children on roll	101
Name of provider	Bournemouth Day Nursery
Date of previous inspection	11/08/2009
Telephone number	0120 229 57 37

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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Piccadilly Gate
Store St
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M1 2WD

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