

Cornerhouse Day Nursery

62 Portchester Road, Bournemouth, Dorset, BH8 8LA

Inspection date	11/04/2013
Previous inspection date	20/01/2011

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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 make good progress in their learning because staff make accurate assessments of their achievements and carefully plan their progression.
- Management and staff build strong relationships with parents. This secure foundation is particularly beneficial in helping babies to feel settled and gain confidence in a new environment.
- Children become increasingly independent in caring for themselves. All children learn to wash their hands at appropriate times, including babies. Children learn about healthy eating and, as they move through the nursery, gain competence in using a knife and fork.

It is not yet outstanding because

- Play areas are not always organised effectively throughout the day to fully extend children's play and enable them to move freely as they choose what they want to do, indoors and outdoors.
- Staff do not always fully extend children's learning through effective questioning and promoting the use of their home language.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 indoors and outdoors.
- The inspector spoke to management, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's progress records, planning documentation and a selection of policies, procedures and children's records.
- The inspector spoke to parents and read their comments in children's records and feedback forms.
- The inspector examined feedback from the local authority and self-evaluation documents.

Inspector

Marilyn Joy

Full Report

Information about the setting

Cornerhouse Day Nursery registered in 2005 and is owned by Cygnets Day Nurseries Ltd. It operates from a converted house in Bournemouth, Dorset. Children use rooms on the ground and first floors. All children use the enclosed outdoor play area. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. It receives funding for the provision for free nursery education for children aged three and four years. There are currently 54 children in the early years age group on roll. The nursery employs 12 members of staff who work directly with the children. The manager holds an Early Years Foundation degree and qualifications at levels 3 and 4. There are nine members of staff who hold a level 3 qualification and also one with a level 2 and one who is unqualified. There are two members of staff who are working towards a relevant qualification.

What the setting needs to do to improve further

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

- review the use of indoor and outdoor space and resources to create more flexible play areas where children are challenged to explore, build, move and role play
- develop children's communication and understanding further by posing challenging questions with many possible answers and including the use of children's home language in displays, books and activities.

Inspection judgements

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

Children make good progress in their learning and development in relation to their starting points. This is because staff offer a range of experiences and activities that respond to their interests and extend their learning. Staff regularly complete precise observations to record what children are doing and use these to identify their achievements and plan their progression. Staff know children well and speak confidently about how they are supporting them. There are clear arrangements for completing progress checks for two-year-olds and sharing these with parents and other professionals as needed. Staff use links with the local authority to help them provide appropriate care for children with special educational needs and/or disabilities. They liaise closely with parents at this time to provide the best outcome for children.

Staff introduce a variety of topics throughout the year, which help children to learn about their environment, the wider world and the different celebrations people enjoy. Children of all ages are involved in cooking, try different celebration foods and numerous craft activities. Staff adapt activities according to children's age and capabilities. For example, children learn about life cycles. Younger children glue coloured shapes onto paper to create a caterpillar and listen to a favourite story. While older children look at a factual book about the life cycle of snakes. They draw a spiral pattern to create a snake before carefully cutting it out and decorating it. Staff encourage them to describe the materials they are using. Older children confidently talk about the 'people who help us' topic and the display on the wall. They explain what the colours of the traffic lights mean and the role of the crossing patrol.

Babies receive good encouragement to help them become more mobile and move around the play area. Staff place toys just out of reach to encourage crawling and provide equipment babies can pull themselves up on in preparation for walking. Babies' curiosity is successfully encouraged as they explore a wide range of textures and materials, such as, paint, jelly and cornflour and water. There is also a sensory room for different ages to use their bodies in different ways and respond to different sights and sounds.

Overall, children successfully develop the skills they need for the next stage in their learning. Older children learn to listen at circle time and gain confidence in contributing their ideas. Staff effectively encourage younger children's emerging speech by modelling conversations. They provide them with the vocabulary to express themselves when ready. Staff encourage older children through different projects and by encouraging them to talk about what they are doing. They record what they say in their progress records and also add comments to displays. However, they do not always pose challenging or open questions to help children think critically and fully extend their learning. Staff speak clearly to help children who are learning English as an additional language. They talk to parents about how their language is developing at home and learn some key words. However, there is little evidence of the languages spoken at home displayed in the nursery or included in the books children use. This means children and parents are not always aware of how much their home language is valued.

Overall, staff effectively plan activities so that children develop skills in all areas of learning. Consequently, older children demonstrate competency with cutting along curved lines and early writing. Babies begin to learn about technology when experimenting with toys that have buttons to press or flaps to lift. Older children develop this further when learning how to use simple programmes and control the mouse. Children develop mathematical skills as they count during daily activities and construct with different shapes and materials.

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

Children benefit from the positive relationships between staff and their parents. Each child is allocated a key person when they first attend and time is effectively spent gathering

information about their individual needs. When children change age groups within the nursery there are effective arrangements for making sure this transition is achieved smoothly. Babies benefit from the nurturing care they receive. They welcome reassuring cuddles and respond with smiles. This gives them the confidence to move away and explore on their own. Most toddlers quickly fall asleep after lunch, which demonstrates how settled they are with daily routines. Staff explain that routines are adjusted to take account of children's individual needs, for example, how long they want to sleep or if they do not want to sleep.

Children learn about keeping themselves safe because staff help them to use equipment safely and care for one another. Children develop their physical skills in using a variety of small and large equipment, both indoors and outdoors. Older children competently use the climbing frame and slide. When younger children want to climb the ladder and use the climbing frame staff are there to help them achieve this safely and successfully. There is an appropriate range of resources indoors and outdoors to encourage children's all round development. Children are divided into different age groups and, although they spend parts of the day together, they also have their own base rooms. However, there are times when these rooms are not always used effectively throughout the day. This means children cannot take full advantage of the resources and space available, indoors and outdoors, and flow freely between them.

Children receive good support to learn valuable skills in preparation for school. They develop independence in managing their personal care. For example, older children know when they need to wash their hands and many manage to put their coats and shoes on. When children are interested in doing things for themselves staff give them time to try, for example, to put their shoes on. They praise this attempt, which boosts children's confidence and encourages them to try again. Children enjoy nourishing meals and snacks. The well planned menu accommodates individual dietary requirements and introduces children to a variety of foods. Older children competently use a knife and fork at lunch time, butter their crackers and pour their own drinks. They learn about the importance of healthy routines, such as brushing their teeth after meals. Independence is successfully encouraged as children progress through the nursery. Children learn what is expected and how to behave in different circumstances. They help to tidy up, listen and share with others. Overall, children behave well.

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

Management have a good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Management implement robust recruitment procedures to ensure that staff suitability to work with children is thoroughly checked prior to employment and persons who are not vetted are not left unsupervised with children. In addition, the effective deployment of staff ensures that they can successfully meet children's individual needs. Staff are well-qualified and have a good understanding of their roles and responsibilities. This fully supports children's care and learning.

Management and staff have a good understanding of their responsibility to protect children from harm. Staff attend child protection training and procedures are regularly discussed at staff meetings. Consequently, staff know what to do if they have concerns about a child in their care. Staff check the safety of the premises daily and are vigilant in maintaining the security of the entrance. Management complete regular risk assessments to help identify any potential hazards and take appropriate action to maintain a safe environment for children. All the required documentation is well organised and maintained appropriately. This provides staff with all the information they need to help them respond to children's individual needs and parental preferences.

Since the last inspection the management team have clearly made progress in improving the organisation. There is a clear management structure and a stable staff team in place. Regular management and staff meetings support the operation of the nursery. The professional development of staff is encouraged through regular supervision and training. Management liaise with the local authority. They introduced a quality assurance scheme and are currently working through this to help them maintain continuous improvement. The nursery identifies most areas for further development. Management are currently introducing a system of peer review to involve staff more fully in evaluating practice within the nursery. The building has recently been re-decorated, although not all rooms are attractively presented and used effectively. Following the last inspection, effective arrangements for monitoring and evaluating children's learning and development were introduced throughout the nursery. Consequently, children are making good progress in their learning.

Management and staff create positive relationships with parents and work in partnership with them. They welcome their comments and aim to resolve any concerns they may have. For example, they make changes to their procedures to help ensure all parents are fully aware and agree with the arrangements for meals and feeding routines. This results in positive feedback from parents and praise for the varied and healthy meals their children enjoy. Parents receive a wide range of information about the nursery and are encouraged to engage in a two-way flow of information. Parents are complimentary and happy about the care their children receive and the progress they are making. Parents value the additional support and liaison with other agencies so that their child's individual needs are met. Staff work in partnership with others in order to promote continuity in the care and learning provided.

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 action. 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	EY317869
Local authority	Bournemouth
Inspection number	909797
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	44
Number of children on roll	54
Name of provider	Cygnets Day Nurseries (Bournemouth) Ltd
Date of previous inspection	20/01/2011
Telephone number	01202 553108

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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, which are usually the childminder's 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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