

Talbot Woods Day Nursery and Nursery School

Bournemouth University, Poole House, Talbot Campus, Fern Barrow, Poole, Dorset, BH12 5BB

Inspection date	25/07/2013
Previous inspection date	15/03/2011

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		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Exceptional management and a dedicated team of staff create an extremely well organised and highly effective learning environment for children.
- The nursery is exceptionally well presented with an exciting range of challenging resources, displays of children's work and inviting areas where children want to play.
- Exemplary partnerships with parents contribute fully towards children's individual needs being consistently and effectively met.
- Management and staff place a significant emphasis on promoting a healthy lifestyle and keeping children safe. As a result children's well-being is prioritised.
- Children thrive in an atmosphere of high expectation. There are lots of happy, smiling faces.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in all play rooms and the outside learning environment.
- The inspector spoke with parents, staff and children at appropriate times throughout the inspection.
- The inspector sampled children's progress folders, planning documentation and a selection of policies and procedures and children's records.
- The inspector examined reports from the local authority and self-evaluation documents.
- The inspector held meetings with the manager and regional manager of the nursery.

Inspector

Marilyn Joy

Full Report

Information about the setting

Talbot Woods Day Nursery and Nursery School registered in 2005. It is one of many nurseries owned and managed by Bright Horizons Family Solutions. It operates from purpose-built premises on Bournemouth University Campus. The nursery offers places to staff, students and the wider community. The nursery is open each weekday from 8am to 6pm for 51 weeks of the year. Children are divided into different age groups, each with their own outdoor play area. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 150 children aged from three months to five years on roll. The nursery is registered to provide free nursery education to children aged two, three and four years. The nursery supports children who speak English as an additional language and children with special educational needs and/or disabilities. The nursery employs 29 staff. The manager holds an early years degree. There is one member of staff with an early years qualification at level 4, 22 with qualifications at level 3 and one with a qualification at level 2. There are three staff who are currently working towards an early years qualification.

What the setting needs to do to improve further

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

- enhance all children's experiences by providing more opportunities to explore and investigate nature and natural environments both within the nursery and on outings.

Inspection judgements

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

Children achieve extremely well in the nursery because they are skilfully supported by knowledgeable staff who know them well. Children's learning flourishes as soon as they join the nursery. Key persons liaise closely with parents to find out about their children's interests and abilities. Staff help children to settle by making sure there are resources available that they like, such as musical instruments and home-made shakers for a new child. This provides reassurance and builds confidence so children feel ready to explore on their own. Staff successfully encourage crawling and standing by putting objects just out of children's reach. Young children eagerly pull themselves up at low tables so they can investigate play dough, trays of oats and experiment with painting. Staff are extremely attentive and ready to support them where needed, whether this is reading a story, developing an impromptu song time or playing 'peep bo!' Staff expertly encourage young children's emerging speech. They echo the sounds children make and provide a

commentary about what they are doing so that children learn the words they need to express themselves when ready. Staff have an excellent understanding of how children learn. They use their knowledge extremely well to provide excellent support appropriate to the children's age.

Staff prepare children exceptionally well for the next stage in their learning, whether this is moving age groups within the nursery or going to school. Activities become increasingly challenging and complex to extend children's learning. An exceptionally effective planning system is used consistently throughout the nursery. It revolves around children's individual interests and how these can be used to promote their development. For example, when a young child is showing an interest in painting and different colours staff find other games, objects and activities that will help to reinforce colour recognition. Staff record children's achievements through a series of written observations and photographs. They use this information to identify their level of development and plan their next steps in all areas. Weekly newsletters, as well as discussions with their child's key person, keeps parents fully informed and involved in supporting learning at home and in the nursery. Staff complete written progress checks for two-year-olds. Management recognise the importance of identifying areas where children may need additional support and implement highly effective procedures of support. They liaise very effectively with parents and other professionals and provide the resources and individual attention they need. Consequently, children receive excellent help to reach their potential. For example, staff use a firework application on a hand-held computer to encourage a child to touch the screen and wonder at what happens next. With an older child, staff accompany them on a visit to school and take some photographs. They use these to create a book and help them to become familiar with a new environment in order to ease the move from nursery to school.

Children experience an excellent range of activities indoors and outdoors. Displays in all rooms depict children's experiences, what they are learning and the comments they make. This shows children that their learning is valued. Children are divided into different age groups and staff plan unique activities individual to them. Some under threes are fully involved in growing vegetables and sunflowers in the garden while older children are interested in space and the planets. Children play outdoors daily and some go for walks around the locality. Small groups of older children walk to the local woods and enjoy challenging woodland activities, such as making a writing tool from a stick, hunting for woodland creatures and making dens. Some of the outdoor play spaces at the nursery provide opportunities for exploring a more natural environment with stones to look under and slopes to negotiate. However, not all children have frequent opportunities for more adventurous play in a natural environment either at nursery or on outings. Outdoor areas are resourced well to support children's all round development. Older children have a mud kitchen where they can experiment with making mud pies. There are charts to complete and chalk boards to use so that children can practise their early writing skills. Children of all ages experiment with quantity and capacity as they fill different-sized containers with sand and water. They develop their mathematical skills when sorting objects of different sizes and complete a sequencing task. Older children competently fit coloured shapes together to create a pattern. They use their imaginations and build complex constructions from wooden blocks.

Children are highly motivated and become fully engrossed in their learning. Staff have high expectations for children and consistently strengthen their learning with excellent guidance. Children experiment with folding paper and attempt to make paper aeroplanes. This becomes a project where they learn about kites and things that fly. Some notice the moon in the sky and soon they are learning about the different planets and making their own from papier-mâché. Staff successfully encourage children to think critically for themselves and challenge them to draw their designs. Children then use these as a template for creating their models. Staff skilfully encourage children's language and communication skills. Consequently, most become extremely confident speakers and excitedly talk about what they are doing.

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

Children flourish in the nurturing environment the nursery provides. Children have plenty of time to become comfortable and settled when they first attend the nursery and when they move from one age group to another. Staff successfully organise settling in routines that suit children's individual needs. Consequently, children are very happy. They become extremely confident and enthusiastic learners who are ready to tackle a wide range of exciting and challenging activities. Children benefit from consistent key person arrangements. This means that, for younger children in particular, their care routines are completed by a familiar person who knows them well. Children develop extremely positive relationships with staff and are eager for them to be involved in their play, whether this is constructing with wooden blocks or having a cuddle and a story.

Children behave extremely well. They understand what is expected of them because they receive clear and consistent guidance from staff. Regular routines help children know what is coming next and what they need to think about. When the sun comes out staff remind younger children they need to wear hats. Children quickly rush off to find them. One child finds a hat for another. They learn this is a really kind thing to do because staff praise them well for doing so.

Children become extremely independent and confident learners because they have many opportunities to manage tasks for themselves. The highly effective organisation of the premises and resources means toys and equipment are at a level that they can reach. Babies pull themselves up and stand at low tables where they can explore a tray of oats. Whereas older children help themselves to whatever they need to support their play; such as materials and tools for arts and crafts and various construction kits. Children's physical development is extremely well supported through the wide range of resources available and challenging activities. Children gain control of their fingers when rolling up a piece of paper and fixing it with a piece of sticky tape they have cut from a roll. Children practise manoeuvring wheeled toys around the garden and manage two-handed tasks such as sweeping up the sand they have spilt. Staff present extremely positive role models to children. Consequently, children learn to collaborate and work cooperatively together.

Children enjoy extremely a healthy lifestyle at the nursery. Nutritious and enjoyable meals and snacks are freshly prepared each day. Staff are particularly vigilant in ensuring

individual dietary requirements are met. Children learn about the importance of healthy eating because staff encourage them to make choices and think about what a healthy diet includes. Children become extremely independent. At lunch time children help to serve themselves and learn to use a knife and fork. Children develop good hygiene routines because these are promoted daily. All ages play outdoors daily. This ensures they have plenty of fresh air. In addition, they learn about caring for themselves in different weathers and the clothes they need to wear. Children go on outings. Younger children go for walks around the locality while older children visit the woods for adventurous forest school activities. Staff take full advantage of these opportunities to help children learn about risks and staying safe. Children complete a risk assessment for the walk and identify potential hazards. Children and staff wear high visibility vests so they are easily seen. This helps reinforce that children need to take care.

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

Excellent leadership and management within the nursery means children are extremely well looked after, safe and secure. Management have a comprehensive understanding of the Statutory Framework for the Early Years Foundation Stage and their responsibilities. They use extremely rigorous recruitment and employment procedures to ensure staff are suitably experienced and qualified to work with children. This includes thorough induction and ongoing performance management procedures. Consequently, staff fully understand their roles and responsibilities. A high priority is given to ensuring children's safety. The premises are thoroughly checked daily. Staff organise outings very carefully so that potential risks are minimised and children stay safe. Management and staff have a thorough knowledge and understanding of child protection issues and the procedures to follow if they have concerns about a child in their care. There are comprehensive procedures for liaising with other agencies and dealing with any concerns relating to staff or their practice. Children's welfare is given paramount consideration at all times. Everyone is vigilant in ensuring children are supervised well, they are protected from harm and their individual needs are met.

Inspirational management promotes a very strong ethos of self-improvement and high expectations. Management and staff continually reflect on their practice and identify areas for further development. Staff use their initiative. They notice that two-year-olds would benefit from changes to the presentation of resources. Consequently, children become more independent in selecting paper and crayons for themselves and tidying items away on shelves. Staff regularly attend training and find out more about how children learn and develop. They share their learning with colleagues to increase the skills of the whole workforce. Sometimes they present their new knowledge in the form of a display which is also beneficial for parents; especially when it helps them recognise how their children learn. At the last inspection recommendations were raised to improve consistency in the staff team and experiences for younger children. These have been fully addressed by minimising the changes in the staff team so that children are consistently cared for by their key person and a wide range of activities are offered throughout the day. Management make excellent use of a number of evaluation methods to improve practice,

including feedback from the local authority and parents. Consequently, they have a very strong capacity for continual improvement. They have clear plans for future development. This includes further development of outdoor play and enhancing the arrangements for monitoring children's learning with a more robust method of tracking their progression.

Partnership with parents is excellent. Parents are fully informed about all aspects of their children's care and learning through a range of written and verbal communications. Parents speak regularly with their child's key person and are encouraged to contribute towards their child's progress records. Weekly newsletters provide general updates about the nursery and activities planned for each of the age groups. Information is available electronically and on paper to help ensure it is accessible to everyone. A member of staff created a short video of the action songs and rhymes they teach in nursery so that parents can use this to support learning at home. Parents are extremely complimentary in their comments about the nursery. They appreciate the very flexible settling-in routines, the positive relationships they have with staff and how successfully their child's individual needs are catered for. Management and staff work extremely closely with parents and other professionals to support children with special educational needs and/or disabilities. They organise activities and deploy staff and resources extremely well to help ensure children are fully involved in the life of the nursery. Key persons liaise with other carers and settings that children attend so that children receive continuity in their care and learning.

The Childcare Register

The requirements for the compulsory 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	EY305398
Local authority	Poole
Inspection number	903921
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	86
Number of children on roll	150
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	15/03/2011
Telephone number	01202 965576+01202965577

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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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