

# Talbot Park Nursery

32 Talbot Road, Bournemouth, Dorset, BH9 2JF

## Inspection date

12/09/2013

Previous inspection date

12/04/2010

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

3

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 are happy, settled and motivated to learn. Staff support children well to move on successfully to the next stage in their learning.
- Good use is made of the outdoor play space. Children are able to move freely between the indoor and outdoor play environments, which allows them to follow their interests and aids their enjoyment.
- High priority is given to children's safety. Staff supervise children well and help them to gain an understanding of risk through the activities provided.
- The management and staff have a clear drive for improvement, effectively evaluating and monitoring the nursery, which benefits children.

### It is not yet outstanding because

- Staff do not always make the most of everyday routines and activities, such as snack time, to develop children's number and counting skills.
- Staff have not fully developed opportunities for children who learn English as an additional language to hear or use their home language in the setting.

## 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 children's play and staff interaction, indoors and outside.
- The inspector completed a joint observation with the manager.
- The inspector looked at documentation including a sample of children's records and staff suitability records.
- The inspector talked with staff and parents.
- The inspector discussed the systems used to review and evaluate the nursery.

## Inspector

Dinah Round

## Full Report

### Information about the setting

Talbot Park Day Nursery is privately owned and opened in 1994. It is situated in a residential area of Winton, Bournemouth. It operates from several rooms on the ground floor of a converted house. There is an enclosed garden and paved area for outdoor play. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 31 children on roll, all in the early years age group. The nursery is open each weekday from 8.30am to 6pm all year round. It provides free early education for children aged two, three and four years. The nursery staff support children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery employs seven members of staff, including the manager. Of these, six staff hold appropriate early years qualifications and one member of staff is working towards gaining a qualification. One member of staff has gained Early Years Professional Status. The nursery is a member of the Bournemouth Quality Standards Scheme.

### What the setting needs to do to improve further

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

- enhance the programme for mathematics by increasing use of concepts such as number and counting through play activities and everyday routines
- provide more opportunities for children who learn English as an additional language to hear, see and use their home language at the nursery.

### Inspection judgements

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

Children are confident and enthusiastic learners. They enjoy positive relationships with staff who provide individual attention to enhance their learning. Planning of activities is flexible to take account of children's interests, and offers a good balance of both adult-led and child-initiated activities. Children show independence as they engage in the good range of stimulating activities, which supports their learning well. As they play in the role play area the coconut fascinates children. Staff encourage them to shake it and as children hold the coconut to their ear and listen, they tell others with excitement 'I hear it'. Staff stimulate children's interest and challenge their ideas and thinking through their positive interactions. They skilfully question children to encourage them to think what they could use to open the coconut shell. Children eagerly offer ways to solve the problem of how to

open the shell and staff allow them to test out their ideas, providing explanations to improve children's learning. They introduce new vocabulary as children feel the coconut shell, such as 'rough' and 'scratchy', helping to develop children's language further. Staff suggest that children take the coconut outside and try dropping it on the pavement. As children experiment, they show great excitement as they notice the shell cracking and wait with anticipation to see what is inside. They smell the coconut juice and proudly tell others 'we broke the coconut'. This spontaneous activity promotes children's active learning and develops their problem solving skills.

Staff use observations of children's play to effectively adapt the activities and respond to children's individual interests. This enables them to monitor children's progress and identify the next steps in the children's learning. As a result, children are making good progress in their learning in relation to their starting points. Staff are clear of their responsibility to carry out the progress check on children at age two years, which is completed jointly with parents. Staff organise group activities to tailor the learning opportunities to children's differing levels of understanding, such as separate activities for younger children. This enables all children to be included in the activities.

Children have a positive attitude towards their learning. They are well prepared for the next stage in their learning due to the good range of experiences offered to them. Children can freely access a wide range of books throughout the nursery. They enjoy sharing a book with a friend or listening to a story in a group. Staff make good use of props such as 'Lola Lion' to develop children's communication and listening skills. However, they do not always actively encourage children who are learning English as an additional language to communicate using their home language. Children regularly use mark-making tools in their play and staff extend their learning by encouraging them to write their names on their artwork. This helps children to learn that print carries meaning and develops children's early writing skills. Children have fun as they play outside and show good control as they steer and manoeuvre the wheeled toys. They develop their balancing and co-ordination skills on the climbing frame and staff supervise them closely so they can play safely. This promotes children's physical development. Children have access to various resources and planned activities to introduce them to mathematical concepts. However, staff do not always make the most of extending children's mathematical learning through everyday routines, such as counting how many plates and cups are needed at snack time. Children take part in a wide range of creative play activities. They use their senses to investigate different materials, such as paint, water, sand and gloop.

Staff have good partnerships with parents and carers. They regularly exchange information about children's individual needs with parents at handover times. In addition, parents' meetings are organised to discuss children's progress and achievements on a more formal basis. Staff offer ideas on ways that parents can support their children's development at home, encouraging parents to share their child's achievements through the 'Things I like to do' form. This contributes towards providing continuity for children's care, learning and development. Specific activities, such as 'fathers' week' and 'grandparents' week' are organised by staff to encourage family members to get actively involved with the nursery. Parents spoken to speak positively about the nursery,

commenting how staff 'focus on the individual child'.

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

Children enjoy coming to nursery and benefit from the warm and welcoming environment. Staff get to know children's individual needs, preferences and interests through initial 'welcome meetings' with parents. They use this information to help them support children so that children feel settled and secure. This helps children to build trusting relationships with others. Children show developing independence in their personal care and routines, such as serving themselves at snack time. Staff offer sensitive support to new and less confident children, while encouraging children to learn to do things by themselves. Children know the routines and actively get involved to help tidy up and put toys away in the boxes. This encourages children to work with others. The staff's praise and encouragement boosts children's confidence and self-esteem. Staff work closely with parents over any behaviour issues to provide a consistent approach so that children are well supported.

Effective security measures are followed by staff to make sure that no person can enter the premises unauthorised. Good levels of safety equipment are in place, such as use of safety surface in the outdoor play areas. This means that children are able to move around freely and safely in their play. Ongoing checks of the premises help staff to identify and minimise risks to children. Children are starting to learn about safety as they take part in the daily health and safety checks. For example, as children go round the nursery with a member of staff they make a mark against the relevant picture to confirm safety measures checked. This raises children's awareness of how to keep themselves and others safe. Children learn to manage their own personal hygiene needs. They know the routine to wash their hands after using the toilet and before eating their food. This helps develop their understanding of keeping healthy. Staff gain clear information from parents about children's special dietary needs, which is shared with all staff to make sure these are respected. Specific activities are organised, such as a visit from a dental hygienist; this helps to raise children's awareness of keeping themselves healthy.

Children have access to a broad range of good quality play equipment. Staff organise the resources at child-height, enabling children to make choices about their play. This successfully promotes children's independence. Good use is made of the outdoor play, and for most of the session, children are able to choose whether to play inside or outdoors. This makes sure that children get plenty of fresh air and exercise, and adds to their enjoyment and overall development.

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

Staff have a secure understanding of the safeguarding and welfare requirements. Clear policies, procedures and records are maintained to support children's safety and welfare. Parents receive detailed information about the provision via regular newsletters, notice

boards and access to the nursery website. The nursery management team follows detailed recruitment and vetting procedures to make sure that all those having contact with children are suitable to do so. Thorough induction procedures and ongoing supervision mean that staff have a clear understanding of their roles. Staff understand their responsibilities to protect children and know to report any concerns about a child in their care to the designated safeguarding officer.

The manager motivates and supports the staff team. Staff work together well to ensure that they meet children's individual needs effectively. Good systems are in place to monitor children's progress and help staff identify when children are in need of some additional support. Staff have continued to attend training to develop their knowledge and skills, with the manager clear of her role to monitor the delivery of the educational programme. She reviews the children's learning journals and monitors staff practice, suggesting ways that staff can extend activities to benefit children. Staff have a positive attitude to ongoing improvement of the nursery and have also taken part in some peer on peer observations. This contributes towards their continuous professional development. The manager has effective systems in place to reflect on the provision, helping her to identify the priorities for further development. She links closely with the local authority early years officers, using their quality standards to further develop the nursery provision.

Strong partnerships are developed with parents and others involved in children's care. Staff make sure that information is shared to promote continuity for children's care, learning and development. Staff work alongside parents to help prepare children for the move onto school. Teachers from local schools visit the nursery to meet the children. Staff encourage children to become independent as much as possible in their time at the nursery. This helps to build children's confidence and supports them through the changes.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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

<b>Unique reference number</b>	100482
<b>Local authority</b>	Bournemouth
<b>Inspection number</b>	816796
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	22
<b>Number of children on roll</b>	31
<b>Name of provider</b>	Margaret Dixon
<b>Date of previous inspection</b>	12/04/2010
<b>Telephone number</b>	01202 528512

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

