

Bournemouth Day Nursery

75 Lansdowne Road, BOURNEMOUTH, BH1 1RW

Inspection date	26/11/2013
Previous inspection date	07/11/2012

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

- The well-established key person means children receive individual attention, this helps children form secure attachments and promotes their well-being.
- Staff make good use of observational assessment to monitor children's progress and help them plan activities and experiences tailored to children's individual learning.
- Robust recruitment and vetting systems are followed for all new staff.
- Staff provide apply boundaries and provide clear guidance for children about what is acceptable behaviour. As a result, children are learning to share and play together well.
- The nursery supports children in developing healthy eating habits through the provision of nutritious, healthy meals freshly cooked on the premises. These are adapted to suit children's individual dietary needs, so all children remain healthy.

It is not yet outstanding because

- Daily routines are not always organised effectively so that there is a smooth change over between the activities, in particular when taking the younger children down the stairs to go outside.
- Some staff do not make the most of the learning opportunities to extend children's understanding of mathematics and further promote children's language development.

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, both indoors and outside.
- The inspector looked at documentation including a sample of children's records, planning and records to check staff suitability.
- The inspector spoke to staff, the manager and the owners.
- The inspector completed a joint observation with the manager.
- The inspector spoke to parents and carers on the day of the inspection and had discussions with the provider and manager about the self-evaluation systems.

Inspector

Dinah Round

Full report

Information about the setting

Bournemouth Day Nursery registered in 2006. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned and operates from a large house close to Bournemouth town centre, in Dorset. There is an outdoor area.

The nursery is open five days a week from 7.30am to 6pm all year. There are currently 122 children on roll, of these 120 children are in the early years age range. The nursery receives 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. 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:

- review the organisation of routines during the day so changes between different areas run smoothly and children are not kept waiting

- provide more opportunities for children to hear and use mathematical language through both planned and spontaneous learning to further promote children's language skills.

Inspection judgements

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

Children enjoy coming to the nursery, they settle quickly and happily engage in the play activities. Staff have a good understanding of children's individual needs, preferences and routines, which means children feel safe and secure and are ready to learn. Staff organise a wide range of stimulating play activities around children's interests, which motivates children to get involved. For example, staff know that particular children have a love of stories and use spontaneous opportunities to read stories. They skilfully use puppets to involve children in the discussion and extend their language. Children who learn English as an additional language are encouraged to communicate through using expressions and simple sign language. This helps to develop children's communication skills. Staff make regular observations of children in their play and record this in the children's individual learning journals. This helps them to monitor children's achievements and identify the next steps in children's learning. They use the information effectively to plan future activities

and play experiences. As a result, children are supported well in making good progress in their learning. Parents receive regular updates about their child's care and learning. This is through daily discussions with familiar staff at the beginning and end of the day and the information displayed on the white boards outside the rooms. Staff organise specific sessions called 'Pickles' sessions, where they get parents actively involved in their children's learning and education. They invite parents to come into the nursery so they can observe their children, while the staff explain what their child is learning. This helps parents to feel fully involved in their child's learning, which gives them ideas on how they can further support their child's learning at home.

Children are developing good skills for the future. Staff encourage them to become independent learners. Consequently, babies and young children show growing confidence as they move freely around exploring their environment. Pre-school children form good relationships with their friends as they happily chat together during their play. They proudly show off the necklaces they have made from pasta tubes, saying 'we've got lots and lots'. Staff interact positively to extend children's learning encouraging children to count how pieces they have and introducing the concept of 'one more'. Other children have fun using their imagination, pretending to go on a rocket into space. Staff get actively involved encouraging the children to put on their space boots and remind them to fasten their seat belts to keep themselves safe. However, some staff do not make the most of the learning opportunities to introduce positional language to extend children's language. Babies join in playful games of peek-a-boo with staff. They enjoy listening to songs and rhymes and smile happily as they join in the actions of 'row, row, row your boat'. Children have good access to tools to do mark making which helps develop their early writing skills. All children have opportunities to use their senses to explore and investigate a wide range of textures and materials, such as paint, water, sand and shaving foam. Younger children are fascinated as they lift and turn the various sensory bottles and observe the various objects float up and down.

All children have daily access to outdoor play experiences, which means they get regular fresh air and exercise. The younger children show control as they move the push along toys around. Staff offer sensitive support to the two-year-olds as they learn to climb and balance on the stepping logs, holding children's hands to assist them and keep them safe. As a result, the children gain confidence and develop a sense of achievement. Windows created in the fence outside allow children to see the trains pass by on the track below. It generates lots of interest and children run to watch the trains as they tell others with excitement. This helps raise children's awareness of the world around them.

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

Children are building trusting relationships with staff and other children. The effective key person systems mean that key staff liaise closely with parents. This enables them to gather information to help support children's emotional well-being. For example, the staff follow particular strategies used by parents at home to comfort younger children. This helps children to feel settled and secure. When children move up to the next age group, detailed information is shared with the other staff to help children settle in. Staff provide a

calm and relaxing sleep area for babies and young children. They make regular checks and use a baby listening device to monitor children in the sleep rooms. Staff provide an inclusive environment making sure that all children are valued and included. Children develop a strong sense of belonging as they see photographs of family members displayed at their level on the 'family tree board'. Staff spend time talking with younger children about the important people in their lives

Effective security measures are in place to make sure that no unauthorised person can enter the premises. Staff are clear of their responsibilities to provide children with a safe environment. They supervise children closely as they use the stairs to access the outdoor play areas. However, at times organisation of some routines is not thought thoroughly as staff bring the babies upstairs at the same time the younger children are being taken down. This means there is less space available for young children as they negotiate the stairs. Staff have created a photograph book with the pre-school children to help them learn about being safe at nursery. Pictures show children demonstrating ways to keep safe and through discussion, staff use this to reinforce how children can keep themselves and others safe around the nursery. Staff manage children and their behaviour positively and as a result children behave well. They provide clear, consistent messages to help children learn the behaviour expectations, such as using their walking feet inside. Children listen and respond, showing they are taking some responsibility for their own behaviour. Staff regularly praise children's achievements helping to boost children's confidence and self-esteem.

Children benefit from the well-resourced and welcoming environment. The broad range of good quality, age appropriate resources are generally stored at child-height, which means they are easily accessible to children. This allows children to make free choices about their play activities. The nursery promotes healthy eating well. The chef prepares hot cooked meals that are healthy and nutritious, which provides children with a healthy diet. He organises cooking sessions with the children and gets them actively involved in preparing some of the food, such as sandwiches. Staff gain information from parents about any children's specific dietary requirements or allergies and meals are adapted to cater for children's individual needs. Staff give children clear messages to make sure children are developing an understanding of following good personal care routines.

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

The inspection was brought forward due to concerns received by Ofsted about the nursery, in particular, concerns about accidents and staff supervision. The inspection found that the management and staff have a clear understanding of their role and responsibilities in dealing with accidents. The majority of staff have completed first aid training, which means that there is always a member of staff present on the premises who is first aid trained. Information about accidents and any first aid treatment given by staff is shared with parents, and a detailed accident record logged. The management complete an analysis of all accidents on a monthly basis, to help them determine if there are any patterns in the accidents and what actions to take to prevent future accidents. Ongoing

risk assessments carried out by staff and management helps to identify and minimise risks to children. Staff supervise children appropriately and recognise when children need some additional support or reassurance. The staff ratios are maintained with bank staff from the sister nursery used to cover staff absences. Staff are deployed effectively to provide consistency for children. This means that familiar staff, who have a good understanding of their individual abilities and stage of development, care for children.

The management and staff have a clear understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. Rigorous procedures are followed with regards to staff recruitment and vetting. All staff undergo detailed checks to determine their suitability to work with the children. Thorough induction procedures and ongoing supervision means that staff have a clear understanding of their roles and responsibilities. Clear policies and procedures, which include safeguarding and complaints, are in place to support the staff in the running of the nursery. Staff have a secure knowledge of child protection issues and know to report any concerns about a child in their care to senior staff. The required records and documentation, such as a record of any visitors, is maintained to help promote children's welfare.

The staff team work together well regularly sharing information to help them to support the children's developing needs. Team leaders for each room work with staff to provide children with interesting and stimulating play and learning opportunities. Staff monitor children's progress effectively enabling them to support children to move on to the next stage of their learning. Staff have implemented an effective system to complete two-year-old progress checks, working closely with parents so they are fully involved in the process. Staff are encouraged to attend regular training to help develop their knowledge and skills. The manager checks the children's learning journals and through one-one meetings helps staff to identify ways they can improve their practice. The management continue to review the nursery provision to determine where they can make improvements. For example, they recently introduced the parent handover boards to share what children are learning during day with parents. They are currently in the process of developing an action plan to help them identify areas for further development. Parents are encouraged to attend special events and evenings and staff have recently changed the events to weekends to enable more parents to take part. This provides an opportunity for parents to talk with staff and share their views about the nursery provision.

Parents receive comprehensive information about the nursery provision through the parent's information pack, regular updates and the daily notes on the nursery white boards. Staff develop professional relationships with others supporting children's needs, such as specialist teachers and follow guidance of how they can adapt activities to meet children's specific needs. This helps all those involved work together to meet children's needs. Staff talk with children and encourage their independence to help prepare them for the next step in their learning as they move onto to school.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	941591
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	122
Name of provider	Bournemouth Day Nursery Partnership
Date of previous inspection	07/11/2012
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, 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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