

# Bognor House Day Nursery

Bognor House, 114 Old Church Road, CLEVEDON, Avon, BS21 7XP

## Inspection date

Previous inspection date

20/11/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

3

Previous inspection:

Not Applicable

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

3

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

3

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

3

## The quality and standards of the early years provision

### This provision requires improvement

- Staff provide a safe and secure environment, which is well resourced and encourages children to make decisions about their play.
- There are good opportunities to promote a two-way flow of information and to involve parents in their children's learning.
- There are sound arrangements to assess children's progress as staff have developed secure knowledge of their key children to plan appropriate activities.
- The new manager has a positive attitude to self-evaluation and professional development to drive improvement.

### It is not yet good because

- There is inconsistency in staff's interactions with children, in particular at snack time and key group time when staff do not challenge children appropriately, to ensure all children make good progress in their learning and development.
- Generally, staff support children appropriately to play and learn together. However, on occasion, children are not helped to understand their feelings and staff do not make expectations of behaviour clear.

## 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.

## Inspection activities

- The inspector observed children playing inside and outdoors.
- The inspector observed staff's teaching and interactions with children.
- The inspector and the owner/manager completed a joint observation.
- The inspector spoke to parents, children and staff.
- The inspector sampled a range of documentation including children's assessment records and self-evaluation.

## Inspector

Rachael Williams

## Full report

### Information about the setting

Bognor House Day Nursery Limited is privately owned and registered in 2013. It is situated in Clevedon, North Somerset. Children have access to the ground floor of the property, which includes two main playrooms, a conservatory and toilet facilities. There is an enclosed area available at the front of the premises for outdoor play.

The nursery is registered on the Early Years Register. There are currently 60 children on roll. There is support for children learning English as an additional language. The nursery opens each weekday all year round from 8am until 6pm. The nursery is in receipt of funding for the provision of free early education for two-, three- and four-year-old children.

The owner/manager holds early years professional status. She employs six members of staff to work directly with the children. All staff hold early years qualifications at level 3 except for one, who is unqualified. This includes a member of staff who holds qualified teacher status. The nursery employs a cook.

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

#### To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure positive interactions at all times, especially at mealtimes and key group times, to build on children's capacity to learn and to support their communication skills.

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

- strengthen children's understanding of how to manage their feelings and behaviour by providing more consistent reminders of expectations.

### Inspection judgements

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

Staff plan suitable activities across the educational programmes following children's interests and next steps in learning to enable them to be appropriately challenged, overall. Children enjoy the broad and balanced range of experiences and most are actively involved. However, some daily routines, such as snack time, are not well organised to promote learning. For example, children sit for a long time waiting to wash their hands and then to serve their fruit one by one. This leaves children unoccupied and some staff

do not guide their development through positive interaction. Staff plan key group times appropriately to challenge most children's development. Generally, children listen well to instructions placing familiar objects in the correct position, such as in the bag or under the bed. However, staff do not consistently help children understand vocabulary when they make a mistake through repeating the instruction or using mime and gesture to support language development further.

Children enjoy small group activities. Staff prepare the activity well and give children clear information so that they understand what they need to do. For example, in preparation for Christmas, children explain that they are making handprints to cut out and make a tree for a display. They communicate the process very well. They explain how they mix the green paint with black to make it darker and with white paint to make it lighter using accurate vocabulary. Children explain clearly how they are completing the task, such as finding a 'space' on their paper so that they will dry quickly ready for them to cut out. Staff know children well and provide appropriate encouragement so that all children are included in the activity and praise their achievements. This includes appropriate support for children learning English as an additional language as staff take time to ensure that they understand the instructions.

Children confidently talk about themselves, listening to questions and responding appropriately. For example, children explain that they are three and at their next birthday, in March, they will be four. They use mathematical language well and show a secure understanding of time. The rooms are well organised to promote children's love of books. They happily share books explaining what is happening, asking questions and pointing out familiar objects. Staff support children appropriately, encouraging them to identify rhyme in familiar phrases. Children enjoy using props as they participate in familiar songs. Staff support children's communication skills further by using sign language.

There are some worthwhile opportunities for children to play and learn together. For example, staff interact well with two or three children when they decide to complete a pirate jigsaw puzzle. Staff help children to match the pictures and the shape to complete the task independently. Children talk about what they see, such as a necklace, and staff support them appropriately to add descriptive words, such as 'yes, it is a beautiful necklace'. Staff support children well to solve problems independently. For example, when children find a broken piece of puzzle staff question the children about what they could use to mend the piece. When children run out of ideas staff direct them to the 'fixing shelf' so that they can see what can be used. Staff give children time to experiment and help them to finish the task when they are ready to give up. Staff support children's ideas appropriately. For example, staff interact to help children develop their den building skills and encouraging them to think about safety as they crawl in and out.

Parents provide initial information on children's starting points to guide the key person's initial planning. They are consistently involved in their children's learning, providing the key person with information on their children's achievements at home. Children also contribute their thoughts, such as 'I enjoy taking mummy through all my pictures in my learning diary telling her what I have done'. Staff complete detailed observations of children's engagement in activities. They provide a summary of children's achievements at the end of each term to identify their next steps in learning. Staff use this information to

plan suitable activities and to keep parents informed of progress. Staff provide parents with a written summary of children's progress at age two so they are aware of their children's development.

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

Children are happy and settled at the nursery as there are familiar routines. The key person system supports children to make secure attachments and staff have sound knowledge of their individual needs. For example, staff are aware of children's allergies, such as knowing that some children are allergic to wet wipes and need a wet flannel to wash their face after painting. In addition, there is support for children going through times of change, such as making individual books with personal photographs to show the role of being a 'big sister'. The settling-in process supports children so that they are emotionally prepared for their next stages in learning. The play spaces are well equipped and children make decisions about their play from the good range of toys and resources.

Staff support children's independence well in readiness for their future learning. Children are encouraged to make decisions for themselves, such as whether they wish to play outside. Staff encourage children's independence in dressing, such as starting zips off for younger children so that they can have a go themselves. Staff have organised the outdoor environment appropriately to encourage children to be active. Children negotiate space appropriately, as they engage in chasing games on the ride-on toys. Children are encouraged to take turns. They are aware that they use sand timers to resolve any conflicts and children understand expectations of swapping over when the sand runs out. In particular, parents comment favourably about the use of sand timers as they now use these at home to provide consistency in practice between the nursery and home.

Children are aware of their own personal needs. They visit the toilet independently and know the importance of washing their hands. Children help themselves to a drink of water when they are thirsty or have a cough. They show good understanding of hygienic practices as they place their cup in the bowl ready for the cook to wash. Children benefit from healthy and nutritious snacks and meals, which meet their special dietary requirements. These are prepared in a scrupulously clean kitchen.

Generally, staff support children well to identify potential dangers so that they learn about safe practices. For example, staff remind children not to run outside when they are carrying sharp pencils as they may slip and hurt themselves. However, there are occasional lapses in consistent practice when staff do not remind children of expectations so that they keep themselves and others safe. For example, when children throw toys some staff do not remind children of the possible dangers of their actions.

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

Staff have good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage and implement them appropriately, overall. Staff provide a safe and secure environment, which is thoroughly risk assessed. There are suitable arrangements in place to enable staff to monitor access to the provision, recording children's and visitors' attendance. There are sound recruitment and induction arrangements to enable suitably qualified and vetted adults to work directly with the children. There are suitable systems in place to secure opportunities for continued professional development for all staff. In particular, there is a high focus on staff attending regular training, both mandatory, such as safeguarding and paediatric first aid, and those to develop their teaching skills to promote learning. The owner has accurate knowledge of ensuring any unsuitable adults do not have access to the provision in order to safeguard children. All staff have appropriate knowledge of their responsibilities to monitor and report any concerns about a child in their care to help keep children safe.

Systems to monitor the delivery and teaching of the educational programmes are not thorough enough. Therefore, some staff do not use all learning opportunities, particularly large group times, to enable children to consistently make good progress in their learning and development. The owner monitors assessment arrangements appropriately and these show that staff know their children's skills and abilities to enable them to plan suitable activities.

Staff develop positive partnership working and ensure information is regularly shared with parents, such as through the welcome pack and detailed policies and procedures. Good use is made of the notice board to provide parents with key information, such as the activities children engage in, the menu, and daily routines. Parents comment positively about the provision for their children. In particular, they value the two-way flow of information with their child's key person and the attention given to celebrating specific traditions and festivals, which support children's cultural development.

The new owner has a positive attitude to self-evaluation and promptly addresses any improvements recommended by the early years advisors. She has used the initial few months of opening and the views of children, parents and staff productively to drive some improvements. Generally, accurate action plans support children to make progress in their care, learning and development. For example, staff have focused on developing the learning environment to enable children to make decisions about their play, such as introducing a mark-making box and numbers to the outdoor environment. Through regular meetings, the staff team have identified some areas for future improvements, such as developing a 'learning tree' to celebrate children's achievements. However, although they have identified the organisation of snack time as a key area for improvement, such as limiting children's sitting time to 20 minutes, staff have not fully implemented this. The owner/manager identifies that staff require more guidance on ensuring that there are not missed opportunities to support children's learning through positive interaction consistently.

## 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

<b>Unique reference number</b>	EY464869
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	939091
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	29
<b>Number of children on roll</b>	60
<b>Name of provider</b>	Bognor House Day Nursery Limited
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01275872706

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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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