

Bournemouth Day Nursery - Talbot Woods

80 Wimborne Road, BOURNEMOUTH, BH3 7AS

Inspection date	13/01/2014
Previous inspection date	16/09/2010

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 strong management team organises the nursery well and implements effective employment procedures. Consequently, staff feel well supported and their professional development is encouraged.
- Children achieve well in the nursery because they receive good support from staff. Younger children in particular, enjoy exciting and challenging activities that fully engage their interest and support their learning.
- Management places a strong emphasis on developing effective partnerships with parents. Consequently, parents feel confident with the care and learning their children receive and children benefit from the security that this provides.

It is not yet outstanding because

- Staff do not always organise activities as well as possible or present resources imaginatively, particularly in the pre-school. Consequently, children's learning is not always fully extended in all areas and older children in particular, do not consistently benefit from more challenging experiences that allow them to make choices in all areas of learning.
- Staff do not consistently encourage older children to become familiar with words, letters and numbers or use them in their everyday play.

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 inspectors observed activities indoors and outdoors.
- The inspectors spoke with parents, management, staff and children at appropriate times throughout the inspection.
- The inspectors sampled children's progress folders, planning documentation and regulatory documentation.
- The inspectors examined reports from the local authority and discussed self-evaluation processes.
- The lead inspector carried out a joint observation with the manager.

Inspector

Marilyn Joy and Lorraine Sparey

Full report

Information about the setting

Bournemouth Day Nursery at Talbot Woods registered in 2010 under new management and operates from a converted house close to the town centre of Bournemouth, Dorset. The nursery is privately owned with a sister nursery in the same town. The nursery is open Monday to Friday, throughout the year from 8am to 6pm. The nursery is registered on the Early Years Register and compulsory part of the Childcare Register. There are currently 86 children on roll, all of whom are in the early years age range. The nursery supports children with special educational needs and/or disabilities. The nursery receives funding for the provision of free early years education for children aged two, three and four years. The accommodation is on two levels. Younger children use rooms upstairs. Toddlers and pre-school children have their own base rooms downstairs. There is an enclosed garden for outdoor play. There are 13 staff who work with the children; of these, the manager has a qualification at level 5. There are seven staff with qualifications at level 3; three staff with qualifications at level 2 and two staff who are currently training for an early years qualification at level 2.

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 and presentation of activities, particularly in the pre-school, so that all children are more consistently challenged and extended in their learning and can make more choices about where they want to play
- resource play areas more imaginatively to fully extend children's learning in all areas; such as, helping older children to become more familiar with words, letters and numbers and to use them in their everyday play.

Inspection judgements

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

Children make good progress in all areas of their learning because staff teach children well overall. Staff consistently monitor children's progress and plan activities that respond to children's interests and support their ongoing progression. Staff plan a variety of topics throughout the year to broaden children's awareness of the world around them and incorporate activities for individual children. For example, they introduce a range of celebrations and festivals to raise children's awareness of the variety of experiences different people enjoy. Staff also teach children about their environment and local community when they visit a shop to buy foods for a food tasting activity. Staff regularly share information with parents about their child's learning which helps parents with

supporting learning at home. Staff complete progress checks for two-year-old children and discuss these at parents' meetings. Staff identify where children are achieving less well and introduce appropriate strategies of support. This includes liaising with other agencies, as well as parents, to help them respond to individual needs. This supports all children's good progress.

Generally, activities and resources are presented well and fully engage children's interest because staff carefully consider how they can support children's learning. For example, babies thoroughly enjoy exploring tactile and noisy toys that are imaginatively set out and visually stimulating. Staff make a tower of cones that are ready for children to knock down. There are plastic bottles to shake and different textures to feel and handle. Staff sit on the floor with children and positively engage with them. They support their emerging language well by modelling conversations, introducing new vocabulary and encouraging their babbling. For example, when a child picks up a play telephone they pretend to have a conversation with them. Staff easily incorporate the weekly topic by setting out the farm animals for children to play with and reinforcing this later by singing animal rhymes, such as 'Baa Baa Black Sheep. Staff effectively use props to help children know what they are singing about and reinforce the link between spoken words and pictures.

The monthly topic is continued throughout the nursery which is particularly helpful for parents and supporting learning at home when siblings are in different rooms. In the two to threes' room staff help children create a habitat for their animal figures. Staff explain they are going to make a farm and use questions carefully to encourage children to think about what animals might live there and what sort of house they might need. The innovative activity fully engages children's interest and they excitedly help to make fences and a house. Staff successfully introduce some fresh smelling hay and extend children's sensory experience by doing so. Children squeal delightedly as they play with the hay and add it to the farm.

Older children learn about creatures that live in the sea. Staff successfully extend children's language and learning as they develop a lively discussion with the children. They follow children's lead and talk about a cartoon fish being a flounder and what happens if you are stung by a jellyfish. The theme is developed through the day as children paint a shark and help to cut it out later. Staff carefully help children to use scissors and gain increasing control over their fingers. Staff plan to extend children's physical skills further by cutting a hole for the shark's mouth and using this in a ball throwing game. However, this part of the activity was not effectively prepared. Staff did not take all opportunities to fully extend children's learning, for example by including counting to support children's mathematical development. Staff asked children what could they throw through the shark's mouth and children eagerly suggested the tray of balls that are outside. Staff successfully boosted children's sense of responsibility and independence when giving them the task of collecting a cloth from another part of the nursery and drying the balls for the game. Children were eager to take part in the game but there was no space for them to line up to take turns. Once the ball was thrown through the hole the game ended because no one had thought about collecting them for another turn. Staff recognised that children enjoyed the game so suggested making medals they could award one another and talked about what they would need to make them. This demonstrates that while generally activities engage children, because they are not always organised as well as possible, staff

do not extend all activities to maximise opportunities for older children's learning.

Throughout the nursery, staff provide activities to support learning in all areas. A music teacher visits weekly and links activities to the topic. Toddlers and pre-school children learn a variety of songs and different ways to express themselves when they pretend to be animals and their bodies to the music. Generally, most children enjoy these sessions. Staff sing the alphabet song with the two to threes and they enthusiastically join in with naming the letter sounds and demonstrating the action that links with this. Older children demonstrate good mathematical skills when matching numbers and counting. Children develop their skills for writing when painting, drawing and using a variety of tools to develop strength in their hands and fingers. They choose games where they have to match letters and numbers. However, there are not many signs, notices or labels in the pre-school rooms. Consequently, older children are not consistently encouraged to become familiar with words, letters and numbers or use them in their everyday play. Overall, teaching is effective. Consequently, children are well prepared for school.

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

Children develop strong bonds with staff and benefit from the caring and welcoming environment provided. Staff introduce effective settling in routines when children first join the nursery and when they move from room to room. Staff in the twos to threes room introduced treasure boxes for the children. Parents decorate a shoe box with their children and return it to nursery with items that are special to their child. The boxes are kept in the play room at child height. This effectively supports children's emotional well being because they can find their box whenever they need to and choose something to comfort them at home. Management and staff recognised how useful these boxes are so introduced them throughout the nursery. Consequently, children of all ages have special toys from home to comfort them or, with older children, to be used as talking points to value experiences at home.

Children benefit from a dedicated key person whose responsibility is to help them feel comfortable and secure in the nursery, liaise with parents and plan their progression. Children of all ages demonstrate how confident and secure they feel with staff and the environment. For example, babies turn to their key person for reassurance when adults they do not know enter the room. Older children confidently respond to a request from staff to ask the cook for a cloth so they can dry some toys they want to play with. The organisation of the building and use of safety gates means that children take responsibility for managing tasks on their own and can do so safely. In addition, staff encourage children to prepare the tables at lunch time, serve themselves and put their coats on to go outdoors. These tasks help children develop their independence skills well in preparation for school.

Overall, there are plenty of resources to support children's all round development. There is a large garden with a covered area that can be used whatever the weather. There are different surfaces to negotiate and natural materials to explore. Children have good opportunities to develop their physical skills as they handle lots of different equipment,

learn to manoeuvre wheeled toys and use their bodies in different ways. However, some play areas and resources are not always imaginatively presented or consistently used well to fully support children's learning. For example, in the pre-school, toys are stored in baskets on low level storage units. This means it is easy for children to select toys for themselves. However, when they want to put them away it is not clear which baskets toys should be placed in. In some areas a visual time line is used to help children understand behaviour expectations and know what is going to happen next. However, these picture cards of daily routines are not always displayed. Consequently, they are not readily available for children and staff to refer to whenever they need to.

Children behave well in the nursery. They learn what is expected of them because staff are good role models. They provide them with consistent boundaries and guide them with lots of praise and encouragement. For example, they remind children of the golden rules, such as, being kind to others and taking turns. Children help to make daily safety checks when they go outdoors and take part in regular fire drills. This helps them become aware of what to do in an emergency and how to stay safe. Overall, staff teach children well. They encourage children to develop good hygiene habits and understand why they wash their hands and clean their teeth after lunch. Children enjoy healthy and nutritious meals and snacks throughout the day. These are freshly prepared daily and take account of children's individual dietary requirements. These are social occasions where children and staff eat together promoting their awareness of good table manners.

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

The nursery is well organised, welcoming and safe. The experienced and dedicated management team work well together. They ensure all the requirements of the Statutory Framework for the Early Years Foundation Stage are in place and documentation is efficiently organised. Management and staff have a good understanding of their responsibilities to promote and safeguard children's welfare. For example, they use robust recruitment and employment procedures to help ensure that staff are suitable to work with children and competent in their roles. They support the professional development of staff through regular supervision, appraisal and training. Management regularly observes and evaluates staff practice. This supports staff with developing their practice and improves outcomes for children. All staff complete safeguarding training according to their roles. Consequently, they are fully aware of the procedures to follow if they have concerns about a child in their care. Management and staff place a strong emphasis on maintaining the safety and security of the premises through regular risk assessments and daily checks. This enables children to move around their play areas freely and use the facilities available.

Management continuously evaluates the quality of the provision and identify areas for improvement. They have addressed the recommendations raised at the last inspection and they recognise areas where they can continue to develop children's awareness of diversity further. Management has successfully developed partnerships with parents. This is clearly demonstrated with the positive comments received from parents. They feel well informed

about children's daily care, routines and learning. They appreciate the daily feedback from their child's key person and the opportunity to view their child's progress records. They feel involved in their children's learning because they receive information about how they can support their child at home. In addition, 'stay and play' sessions and parents' evenings are organised outside of working hours, including at the weekend, so that all parents have the chance to attend. Staff follow clear systems for liaising with all persons involved in their care. For example, pre-schools, nannies and childminders. They also liaise closely with other professionals, such as speech therapists, to help them implement effective strategies to help all children develop and make good progress according to their individual capabilities. Overall, staff are vigilant in maintaining accurate and up-to-date records of children's achievements. This helps them plan appropriate activities to support their progression.

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	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	EY408185
Local authority	Bournemouth
Inspection number	914493
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	52
Number of children on roll	86
Name of provider	Bournemouth Day Nursery Partnership
Date of previous inspection	16/09/2010
Telephone number	01202 533 911

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. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

