

# Burton Day Nursery Ltd

131 Salisbury Road, Burton, Christchurch, Dorset, BH23 7JN

## Inspection date

28/03/2014

Previous inspection date

10/11/2009

## 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

- Staff support children to build strong relationships with their key person, staff and each other.
- The nursery environment is welcoming to all children and the broad range of resources in the various play rooms are easily accessible. This develops children's independent learning.
- Staff demonstrate secure knowledge of how to safeguard children and are clear on the settings policies and procedures.
- The strong and enthusiastic management team means that staff feel well supported and parents feel able to contribute to the nursery.

### It is not yet outstanding because

- Activities in the outdoor area are often heavily focused on children's physical development, and do not always enable children to explore other areas of learning fully.
- Child-initiated play in the baby unit is not always fully supported by staff to enhance children's learning.

## 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 completed observations in all areas of the nursery and the outdoor areas.
- The inspector completed a joint observation with the manager and discussed the findings.
- The inspector spoke to staff and children at appropriate times throughout the day.
- The inspector spoke to parents to gain their views of the nursery.
- The inspector met with the management team and viewed documentation with regard to monitoring and evaluating, policies and children's learning records.

## Inspector

Lorraine Sparey

## Full report

### Information about the setting

Burton Day Nursery opened in 2002 and it is privately owned. It operates from a former school premises in Burton on the outskirts of Christchurch, Dorset. There are four age-appropriate playrooms and a separate sleep room for young children. There are several outside play areas provided for the different age groups.

The nursery is registered on the Early Years Register and there are currently 125 children on roll. The nursery accepts free early education for children aged two, three and four years. The nursery is open Monday to Friday from 8 am until 6pm 51 weeks of the year. A team of 23 staff work with the children. Of these 21 hold appropriate 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 activities and learning opportunities provided in the outdoor areas to make sure all areas of learning are covered equally
- review further the balance of activities provided in the baby room to make sure there is an equal mixture of adult-led and child-initiated opportunities.

### Inspection judgements

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

Children are motivated and independent learners. They participate in a wide range of activities and play opportunities linked to their individual interests. Staff clearly know the children's individual needs well and work closely with parents to support and promote their learning. Staff in each room are responsible for completing observations and assessments on their individual children and to plan for the next steps in their learning. Planning is displayed to ensure that all staff working in the rooms whether they are permanent or covering staff absence know each child's planned learning. There are good systems in place to complete the progress check when children are two years old and parents are very involved in this process. They are encouraged to share what their children are achieving at home to enable staff to provide an accurate assessment. This helps to promote a continuous approach to how children are supported with their learning.

Children cooperate well and are keen to show visiting adults around their rooms. They delight in talking about their African snail. Children confidently point out the snail's eyes and recognise that they have two eyes as well. Children are encouraged to help look after

the nursery pets. This supports them in learning to respect their environment. Throughout the nursery children's language development is well supported. Older toddlers are keen to talk about their day; children excitedly talk about their favourite books. Babies' early communication is effectively supported through staff repeating words and responding positively as they babble. Staff encourage singing and use visual prompts such as plastic ducks as children sing about five little ducks to maintain their interest and enjoyment. Children use their senses to explore treasure baskets. Staff pass around different objects in encourage children to talk about how they feel and smell.

Children's independence is well supported. They are encouraged to make choices in their play, find their own names or photos to self register and put on their coats when going outside. This also supports children as they move from room to room and they become familiar with the routines of that play room. In addition children have good opportunities to visit the preschool across the road to make the move from nursery to preschool smoother.

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

Children build good relationships with the staff and each other. They behave well and show consideration to others as they share the toys and equipment. Minor disputes are quickly resolved because staff are vigilant and manage behaviour well. Children respond well to the consistent use of praise by all staff. For example, at snack time staff remark 'Good sitting, I can see you are enjoying your fruit'. Children benefit from the effective key person system. As a result staff demonstrate good knowledge of children's individual needs and personalities and are able to effectively support the children in their care. Babies demonstrate strong attachments to the key staff in their rooms.

Children's physical development is well supported. In the outdoor areas they have a range of toys to support their physical learning. For example, children carefully ride tricycles, use the climbing frame and slides. Children follow good hygiene routines and learn how to support their own health. For example, they know and understand why they wash their hands before food. After lunch they automatically wipe their hands and face before getting down from the table. Lunch is a very sociable occasion with staff and children sitting and eating together promoting good table manners. Good nappy changing procedures mean that children are comfortable. Their individual feeding and sleeping routines are closely followed mirroring their home routines. This enables children to become secure and settled in the nursery environment. Children learn and understand about keeping themselves safe. For example, children respond as staff remind them about not putting toys in their mouths and sitting on their chairs while eating. Staff place a high emphasis on safety and give gentle reminders to enable children to learn how to stay safe. All children participate in evacuation drills to enable them to become familiar with what to do in an emergency.

There nursery provides a welcoming environment and in general children can move freely between the indoor and outdoor environment. There is a good range of equipment in all the play rooms to support children's learning in all areas. As a result, children start to

develop skills that will prepare them for their next stage of learning. However, in the outdoor environment there is a heavy focus on physical development rather than covering all areas equally.

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

Staff and management demonstrate good knowledge and understanding of how to safeguard children and promote their welfare. All staff attend training and the policies and procedures are discussed at staff meetings to make sure that everyone is aware of their ongoing role and responsibility. Safety throughout the nursery is given a high priority. Staff conduct various safety checks throughout the day and regularly check sleeping babies and toddlers to make sure they are safe and secure. Rigorous and robust recruitment and vetting procedures mean that staff are suitable for their role. They are fully aware of their ongoing responsibility in this area. In addition staff have regular supervision, appraisals and opportunities to attend training. As a result children are cared for by appropriately qualified and suitable staff.

There are good systems in place to monitor and evaluate the whole provision. There is a strong and enthusiastic management team that inspire staff, parents and children to be involved in evaluating the nursery and constantly improving outcomes for children. In general the educational programmes provided are well planned and thought out taking into account the individual needs of children. However, at times babies are encouraged to develop their own ideas but are not always sufficiently supported and challenged in their learning. The nursery has made good progress since the last inspection. Management has successfully implemented changes in the routines and supported staff in making greater use of open-ended questioning. This supports all children in their learning and development. There are clear systems for management to regularly review children's learning records and complete observations in the nursery environment. This enables them to identify the strengths and any areas that need developing. As a result all children make good progress given their starting points. Parents have good opportunities to share their views and children are included in the planning to enable them to have choices.

Partnership with parents and carers are strong. Staff work hard to create a good working relationship. Parents report that their children benefit from the 'amazing staff who know their children well' and the 'gentle, friendly and positive atmosphere of the nursery'. There are good systems to involve parents in all aspects of their children's care and education. Consequently, parents feel their contributions are valued and they feel fully involved in all aspects of nursery life. There are clear systems in place to share information with other early years professionals and settings that children may attend. These include close links with the local children's centres where they can work together to support families in the local community.

## 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>	EY100752
<b>Local authority</b>	Dorset
<b>Inspection number</b>	814369
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 3
<b>Total number of places</b>	60
<b>Number of children on roll</b>	125
<b>Name of provider</b>	Burton Day Nursery Limited
<b>Date of previous inspection</b>	10/11/2009
<b>Telephone number</b>	01202 490506

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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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