

Burton Day Nursery Ltd

138 Salisbury Road, Burton, Christchurch, Dorset, BH23 7JP

Inspection date

07/08/2014

Previous inspection date

13/04/2011

The quality and standards of the early years provision

This inspection:

3

Previous inspection:

3

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

- Children arrive confidently. They are happy and settled in the nursery.
- Parents appreciate the caring atmosphere and positive relationships with staff.
- Management implements effective security arrangements to keep children safe in the nursery.
- Robust recruitment procedures ensure staff are suitable to work with children.
- Staff promote health and hygiene arrangements well which help children develop healthy routines.

It is not yet good because

- The quality of teaching is variable. Consequently, not all children make good progress.
- Management and staff do not consistently assess children's learning in order to plan their progression effectively.
- The learning environment is not always organised or used effectively to challenge children in all areas of learning.
- Self-evaluation and management processes do not consistently identify areas for improvement.
- Management and staff do not always value all children's backgrounds in the activities provided and their surroundings.

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 activities in the two indoor playrooms and outdoors.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the management team and spoke with parents, staff and children.
- The inspector looked at children's assessment records and planning documentation, policies and procedures and feedback from parents.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children, the provider's self-evaluation form and improvement plans.

Inspector

Marilyn Joy

Full report

Information about the setting

Burton Day Nursery Ltd opened in 2010. The nursery is situated in the village of Burton close to Christchurch, Dorset. It operates from a converted village hall directly across the road from their baby unit. The children use two main play rooms, an additional room and associated facilities. There is an enclosed outdoor area for the children to use. The nursery is registered on the Early Years Register. There are currently 69 children on roll. The nursery receives funding for provision of free early education for children aged three and four years. The nursery is open from 8am to 6pm, 51 weeks of the year. The nursery supports children with special educational needs and/or disabilities and children who learn English as an additional language. A team of 14 staff works directly with the children. There is one member of staff with a qualification at level 6, one member of staff with a qualification at level 4, eight with a qualification at level three and one member of staff with a qualification at level 2. There are three staff who are unqualified.

What the setting needs to do to improve further

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

- use observations and information from other providers and parents consistently, to assess children's achievements and plan their individual progression
- improve the planning and preparation of activities across all areas of learning to assist staff with providing challenging experiences tailored to meet children's individual needs.

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

- organise and use play areas, resources and routines more effectively in order to promote children's learning in all areas
- develop processes of self-evaluation and performance management for all staff to enhance practice and improve the quality of teaching
- develop opportunities for children to learn about similarities and differences between themselves and others, and value the language and traditions of children who attend.

Inspection judgements

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

Children make sound progress in their learning. They experience a variety of activities across all areas of development. However, staff do not consistently monitor children's achievements in all areas to help them identify what they can do and plan their progression effectively. Consequently, staff do not always challenge and extend children according to their individual needs. Management and staff are in the process of making improvements so that it is clear how they plan to move children forward. The owner also has another nursery across the road, which many children attend from babies. When children reach the age of three they move to this nursery. However, staff do not maintain the flow of teaching and learning at this time. This is because they spend time reassessing children's capabilities rather than moving continuously along the learning plan prepared previously. Likewise, when monitoring children's additional needs this is not always reflected in their progress records. Consequently, it is not easy for other staff and parents to be aware of this. Generally, staff share their observations with parents and invite them to contribute to their child's progress records.

Sometimes staff do not organise resources or play areas effectively to encourage children's learning. For example, when children want to form words using magnetic letters there are not enough. Consequently, staff use a mix of upper and lower case letters which provides children with inconsistent messages before they start school. Children enjoy looking at books and sit quietly on a mat outdoors. There is also a variety of books in both playrooms. However, the book areas are not very appealing. In the younger children's room the book area is used as an area for sleeping, which means it is not always available. Consequently, this does not encourage children to choose a book and enjoy reading it.

Overall, staff are involved in children's activities and encourage children with enthusiasm. For example, staff used a simple throwing game outdoors to introduce numbers, one, two and three. Children enthusiastically threw beanbags into containers while the member of staff encouraged them to identify the number. Children thoroughly enjoyed the game and concentrated well. However, staff missed the opportunities to extend children's learning further. For example, children were not encouraged to take turns and throw in order. Likewise, staff did not encourage them to record their score or help them add two scores together. Consequently, staff did not take full advantage of children's interest, to extend their social and mathematical skills well.

Generally, staff introduce a variety of activities to help children learn about the world around them. For example, staff showed children how to create a flow of water using guttering attached to the fence. Children enthusiastically poured water into the top and watched it fill the tray at the bottom. Younger children hunted for mini-beasts in the nature garden of the nursery across the road. They used magnifying glasses to examine creatures more closely and tried to identify them from the laminated sheets staff had prepared. Children have some opportunities to learn about other cultures and beliefs, and staff speak to parents about languages spoken at home. However, staff do not always

reflect and value the backgrounds of the children attending the nursery in their displays, activities and resources. Consequently, children do not benefit from learning about one another and the similarities and differences in their backgrounds and experiences. Staff are beginning to gather examples of children's home language so that all children become aware there are different languages and scripts.

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

Children are happy and settled at the nursery. Staff liaise closely with parents when children first attend, to help them settle. Generally, when children move from the sister nursery, staff in both nurseries liaise well with one another and parents regarding children's care and welfare. This helps children move from one building to another with minimal disruption to their care routines. It helps them build secure relationships with staff. Likewise when children move from nursery to school, staff forge links with the school children are due to attend and with their teachers. Staff reinforce this with a display about going to school.

Children develop positive relationships with one another. They enthusiastically play together and respond well to staff. Children behave well because staff provide them with consistent boundaries. They reward positive behaviour with plenty of praise and encouragement. Generally, staff encourage children to develop their independence. For example, they encourage them to manage personal care routines themselves and tidy up after meals. Younger children learn to use the water dispenser and help themselves to a drink whenever they are thirsty. However, staff miss some opportunities to encourage independence skills further. For example, staff prepare the fruit for snack rather than helping children to manage this for themselves. Likewise, older children have bottles of water already prepared, rather than pouring drinks for themselves. Staff are fully aware of children's dietary requirements and ensure all meals and snacks comply with them. Children benefit from nutritious meals and snacks, which promotes their understanding of healthy eating.

Staff teach children about staying safe. They follow clear procedures when going on outings and visiting the sister nursery. For example, staff and children wear high visibility vests and hold a rope so that they all stay together when crossing the road. Staff manage this well and children clearly understood what to do. Likewise, children help staff to check the safety of the outdoor area to ensure it is safe to use.

Management divides children into two age groups. Each group has their own base room. There is also a storage room, which converts to a sleep room and two outdoor play areas. However, these areas are not always organised effectively. Each playroom has zoned areas for different areas of learning. There are sufficient resources in each. However, staff do not always present them attractively to encourage children to explore and fully extend their own ideas and thinking. Likewise, staff do not make full use of the whole outdoor area so that children have plenty of space and challenging resources for quiet and active play.

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

Overall, management and staff have an appropriate understanding of the Early Years Foundation Stage and children make steady progress in their learning. All the required documentation is in place and adequately maintained. Children's records provide staff with the information they need to respond to their welfare needs. Policies and procedures provide staff and parents with details of how the nursery operates. This includes robust recruitment and selection procedures to ensure staff are appropriately qualified and suitable to work with children. This includes a sound understanding of child protection issues and knowledge of what to do if they have concerns about a child's welfare. Staff conduct regular safety checks to ensure the premises are safe and secure. However, at the inspection, when all children were in the rear garden there was not enough space for everyone to play safely. After a while, staff realised this and opened an additional play area so that children who wanted to enjoy a boisterous game had the space to do so. Consequently, other children were able to continue their games safely, such as, completing their painting activity on the ground. However, this demonstrates that the learning environment is not always effectively organised or planned.

Since the last inspection, managers have made some progress with the recommendations raised. In particular, they took effective steps to improve behaviour management within the nursery. Consequently, children benefit from staff consistency and promotion of positive behaviour. Managers have continued to evaluate practice within the nursery. They have identified some areas for further improvement, such as improving the resources in the rear outdoor area. There is a clear action plan detailing the planned changes. Managers also implement regular supervision meetings with staff and review aspects of their practice. They encourage further training to help staff develop their skills. However, there is not always sufficient focus on the quality of teaching and learning. Consequently, planning and assessment arrangements do not consistently promote children's progression.

Management and staff develop positive relationships with parents. They provide them with a range of information about the nursery and the care their children receive. Parents are welcomed into the nursery. For example, there are dads' mornings, when fathers visit the nursery to find out what their children are doing and join in with activities. Managers organise consultation meetings with parents to discuss their children's progression and contribute to their records, and they seek parents' feedback about the operation of the nursery. They respond positively to the feedback they receive and adapt their practice. Overall, parents are happy with the care their children receive and the welcoming environment provided. There are suitable procedures in place for liaising with other professionals and settings that children attend. This helps staff provide continuity in children's care.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY417968
Local authority	Dorset
Inspection number	845204
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	3 - 5
Total number of places	46
Number of children on roll	69
Name of provider	Burton Day Nursery Limited
Date of previous inspection	13/04/2011
Telephone number	01202490506

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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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