

Hurly Burly Day Nursery

Petroc, Bolham Road, TIVERTON, Devon, EX16 6SH



Inspection date

Previous inspection date

18 September 2017

Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The manager and staff provide a secure key-person system to ensure all children form strong emotional attachments and settle in quickly. Children arrive confidently, initiate cuddles with staff and eagerly join in with planned activities. All children make good progress in their learning.
- Staff teach communication and language particularly well. They use short, simple sentences when talking to babies and toddlers, and make effective use of questioning to extend older children's thinking skills. For example, they ask children to describe the sound a musical instrument makes and the children suggest it is 'clicky-clacky'.
- The provider, manager and staff risk assess the premises thoroughly to identify and minimise any hazards to children, and provide a clean and hygienic setting.
- The provider and new manager evaluate the setting well to support continuous improvements. For example, they are currently making changes to snack and meal times, to ensure staff focus more on children's individual needs and enable children to become fully independent.

It is not yet outstanding because:

- Staff do not consistently offer a wide variety of outdoor activities and learning opportunities that covers all areas, to support children to develop a broader range of skills.
- The provider does not make the best use of the detailed information they gather about children's learning, to help them recognise patterns in learning between different groups of children and reflect on these to strengthen the quality of teaching further.

What the setting needs to do to improve further

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

- provide a wider and more stimulating range of outdoor learning opportunities to support children to explore, investigate and develop their skills across all areas
- make better use of the information gained from assessments of children's learning to monitor the progress that different groups of children make, to further evaluate the quality of teaching and learning.

Inspection activities

- The inspector observed children's play and interactions with staff, and viewed the available resources and play spaces.
- The inspector carried out a joint observation with the manager, to evaluate the quality of teaching and learning.
- The inspector spoke with children, their parents and staff, to ascertain their views.
- The inspector held a meeting with the provider at a convenient time during the inspection.
- The inspector sampled a range of documentation, including self-evaluation, children's learning records, risk assessments and staff's training certificates.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The management team and all staff are able to recognise signs that might raise concerns about a child's welfare, and have a good knowledge of how to seek advice from the relevant agencies. There are robust recruitment and induction arrangements in place to ensure staff are suitable for and knowledgeable about their role and responsibilities. The management team supports staff well to reflect on their practice, such as through regular peer observations and review meetings. Staff are keen to develop their skills and knowledge. For example, they have researched new activity ideas to find new ways to capture the attention of babies and encourage them to explore.

Quality of teaching, learning and assessment is good

Staff use their good knowledge of each child to plan purposeful activities that meet their individual developmental needs well. For example, staff encourage older children well to listen and pay close attention during an activity with musical instruments, and they hold the hands of babies to support them as they learn to walk. Staff work closely with parents to find out about children's learning at home and share this with each other, so all staff can provide the right level of support to help children continue to make good progress. Toddlers learn to give meaning to the marks they make as they draw on walls with chalk, with encouragement from the enthusiastic staff. Staff follow children's emerging interests and extend their ideas effectively. For instance, they help them to find and learn about insects, and encourage them to come up with their own ideas as they re-enact a favourite story.

Personal development, behaviour and welfare are good

Children receive good encouragement to behave well from staff, which helps to motivate and engage them in learning effectively. For example, when older children become over-excited, staff successfully focus their attention by inviting them to explore a bag of new toys. Staff are respectful of children, such as providing them with clear instructions so they know how long they have to finish their play. This teaches children to listen and follow routines successfully. Children make friends and learn to play well with others. For instance, when toddlers notice that friends cannot use pedals to propel their ride-on toy, they offer to push them. Staff provide home-cooked, nutritious meals to supplement children's healthy diets, taking account of children's individual dietary needs well.

Outcomes for children are good

Children demonstrate a good attitude to learning and are eager to initiate and take part in activities. For example, at snack time, children ask to talk about their favourite story, and other children join in, later re-enacting this imaginatively together. Younger children eagerly explore the world around them and learn about different textures, such as by investigating the splashes they can make with water. Children learn to count well and develop good coordination. For instance, babies learn to balance as they crawl and walk over soft play mats. Children acquire good skills to prepare them well for starting school.

Setting details

Unique reference number	EY497859
Local authority	Devon
Inspection number	1035845
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 3
Total number of places	72
Number of children on roll	57
Name of registered person	Hurly Burly Nurseries Ltd
Registered person unique reference number	RP901738
Date of previous inspection	Not applicable
Telephone number	01884 251972

Hurly Burly Day Nursery registered in 2016. It operates from Petroc College in Tiverton, Devon. The nursery is open from 7.30am to 6pm on Monday to Friday, all year round. There are 11 members of staff, four of whom hold relevant degrees and the remaining staff hold qualifications at level 2 or 3. The setting receives funding to provide free early education for two-, three- and four-year-old children.

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