

# Budehaven Day Nursery

Budehaven Community School, Valley Road, Bude, Cornwall, EX23 8DQ



## Inspection date

4 June 2018

Previous inspection date

20 August 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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

- Staff teach children to be kind and caring from a young age. For example, staff encourage toddlers to try to cheer up the babies when they cry. Toddlers confidently make funny faces at them, which often distracts the babies effectively. This helps to develop the toddlers' feelings of pride and supports their social skills well.
- The manager closely monitors the assessments of children's learning to help her reflect on the quality of teaching and the provision. For instance, she has worked with the pre-school room staff to successfully motivate older boys to practise their early writing skills, such as by providing paper, pencils and clipboards in their favourite play areas.
- Since the last inspection, the manager and staff have developed the activity planning to support them to share information with each other about their key children's next steps in learning. All staff use this well to challenge children effectively during adult-led activities. Children make good progress across all areas.

### It is not yet outstanding because:

- Staff in the pre-school room do not routinely make best use of snack and mealtimes to extend the older children's language and thinking skills. Although the older children are content and comfortable, some eat in silence.
- At times, staff working with the babies and toddlers carry out routine jobs, such as cleaning, and miss opportunities to extend the children's learning. For instance, while staff tidy and prepare activities, toddlers watch with no stimulation or interaction.

## What the setting needs to do to improve further

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

- make better use of snack and mealtimes to engage all pre-school children in detailed discussion to extend their thinking and speaking skills further
- support staff to consistently recognise and use opportunities more effectively to engage and support the younger children further in their play and learning.

### Inspection activities

- The inspector observed staff's interactions with children throughout the day and children's engagement in their chosen activities.
- The inspector carried out a joint observation with the manager to evaluate the quality of teaching and learning during an adult-led activity.
- The inspector took account of the views of parents, children and staff spoken to throughout the inspection.
- The inspector held a meeting with the manager and provider at an appropriate time during the inspection.
- The inspector sampled a range of documents, including children's learning records, completed accident forms, and staff's suitability checks and training certificates.

### Inspector

Sarah Madge

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff are fully aware of the signs that may indicate that a child is at risk of harm. They have a robust knowledge of the procedures to report any concerns about a child's welfare. The manager risk assesses the premises thoroughly to promote children's safety. For example, she has replaced the floor surface outside to reduce the likelihood of slips during cold or wet weather. Staff have good access to training and a range of professional development activities to strengthen their skills and knowledge. The manager has begun to observe their practice and reflect on their individual teaching skills. Staff have introduced new activity ideas, such as providing more resources that babies can explore using their senses to help them learn about the world around them. The manager evaluates the setting well and plans to develop the garden to increase the range of learning experiences outside. For example, her future projects include creating a planting area to help children learn about growth.

### Quality of teaching, learning and assessment is good

Staff assess children's learning accurately and use this information to provide attractive play areas that support their development and interests well. For example, babies and toddlers eagerly explore the sand and water trays, and gain good coordination skills when they use nets to catch the toy ducks. Older children learn to recognise initial sounds in written and spoken words, such as when matching picture and letter cards, and identifying their name label. Staff patiently and enthusiastically support babies to crawl and walk. For instance, they hold them in a standing position to help build the babies' core strength and leg muscles, and provide lots of floor space so they can move around freely. Staff work in close partnership with parents and other early years settings that children attend to promote consistency in the children's learning experiences.

### Personal development, behaviour and welfare are good

Staff are reassuring and friendly and help to build children's confidence and feelings of security. For example, during whole-group activities, they remind children not to worry if they get things wrong because they can always try again. Children have high self-esteem and eagerly 'have a go'. For instance, they excitedly experiment with the buttons on the new remote-control toys and laugh as they unintentionally crash the toy cars into furniture. Staff encourage children to manage tasks for themselves and warmly celebrate their efforts. For example, they praise toddlers for washing and drying their hands. Older children develop good independence, such as putting on aprons.

### Outcomes for children are good

Children gain good skills that prepare them well for the next stage of their learning, including the move to school. Older children develop good control and coordination, such as when using tweezers to pick up small items and practising using scissors. Babies and toddlers happily look at books, and enjoy turning the pages. Pre-school children develop good mathematics skills, such as recognising numbers and counting correctly.

## Setting details

<b>Unique reference number</b>	103151
<b>Local authority</b>	Cornwall
<b>Inspection number</b>	1126457
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	24
<b>Number of children on roll</b>	60
<b>Name of registered person</b>	Budehaven Day Nursery Limited
<b>Registered person unique reference number</b>	RP519983
<b>Date of previous inspection</b>	20 August 2015
<b>Telephone number</b>	01288 356784

Budehaven Day Nursery registered in 1993. The nursery operates from a building in the grounds of Budehaven Community School, in Bude, North Cornwall. It opens each weekday from 8am to 5.30pm for 50 weeks of the year. The nursery receives funding for free early education for children aged two, three and four years. It employs nine members of staff. The manager has a level 3 qualification, and all other staff hold relevant qualifications at level 2 or 3.

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