

Bermuda Park Nursery

St. Davids Way, Bermuda Park, NUNEATON, Warwickshire CV10 7SD



Inspection date	19 August 2019
Previous inspection date	19 December 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
Effectiveness of 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

- Leaders are ambitious. They have a shared vision for all children of good-quality care and learning. They have effective systems to review practice and provide staff with support. There is an ongoing programme of professional training and development. This keeps staff up to date with the most current practice. Leaders work alongside parents and other professionals in maintaining high standards. Support for children with special educational needs/and or disabilities (SEND) is strong.
- Teaching is good. Staff know the children well and use what they know to plan for each child's next stage of learning. They observe and assess children's progress effectively. Staff use their knowledge to focus on a wide range of activities, both indoors and outdoors. These challenge children who learn in different ways to make the best progress they can.
- Staff are kind and nurturing. They speak gently to the children and value what children tell them. Regular praise and reassurance supports children's emotional well-being. Children are confident and have high levels of self-esteem. Behaviour is good, and staff use effective strategies to help children learn simple rules.
- Partnerships with parents are strong. Children are gradually introduced to the nursery, alongside their parents. Staff and parents forge relationships and share information about each child's individual needs. Staff consult with parents before children move rooms. They prepare children and allow time for them to settle in a planned way.
- Although regular observation and assessment is in place, occasionally it does not target the precise needs of all children, to bring about the most rapid improvement.
- Staff do not fully support children's learning about the importance of healthy eating and its impact on their bodies.

What the setting needs to do to improve further

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

- strengthen staff's focus on precise assessment so that the next steps for children bring about the most rapid progress
- continue to broaden the way children learn about what is healthy for them, particularly during mealtimes.

Inspection activities

- The inspector spoke to children and staff and observed their interactions throughout the inspection. She undertook joint observations of practice with the manager and deputy.
- The inspector looked at a range of documentation, including records of progress, a sample of policies and procedures, and evidence of suitability checks at the nursery.
- The inspector observed the quality of the childcare indoors and outdoors, and evaluated its impact on the children's learning and development.
- The inspector viewed all areas of the premises used for childcare.
- The inspector spoke to parents and took account of their views.

Inspector

Yvonne Johnson

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Regular training in child protection keeps staff up to date with current practice. They are aware of the signs and symptoms that may indicate that a child is more vulnerable to risk. Staff have a clear understanding of local procedures and know what to do in the event of a concern about a child. Leaders have a strong commitment to provide a programme of continued professional development. They provide staff with supervision, training and support to meet the individual needs of the children attending. Self-evaluation drives improvement to the quality of the childcare and learning.

Quality of teaching, learning and assessment is good

Teaching is good. Staff plan a range of interesting activities based on what they know about each child and their interests. The environment is bright and engaging. Staff skilfully support children in the environment. They practise a range of skills indoors and outside. Staff teach children to play safely, reminding them to be careful as they handle scissors and ride bicycles at speed. Staff support younger children to access water play. Children watch as water drips from holes in the bucket onto their hands. They shout with delight as they splash their hands and explore the glitter. Children explore how cornflour feels and changes. They move shapes and watch as the mixture changes and reforms. Children draw pictures and make marks using chalks. This develops the muscles they will need in their next stage of learning.

Personal development, behaviour and welfare are good

Staff place a high priority on children's emotional well-being. They develop lovely, close relationships with children, who are confident and motivated learners. Young children feel safe to explore the environment. Staff are good role models for children. They teach children from an early age that their behaviour has an impact on others. They talk to children about how it feels, and children learn to think about the views of others. They begin to show a sense of tolerance. Children form close friendships with each other and talk about 'best friends'. They work co-operatively in small groups.

Outcomes for children are good

Children make good progress from their starting points. They have good physical skills. They accurately manoeuvre wheeled equipment with skill and direction between objects. Children learn about shapes and colours. They explore similarities and differences. Children extend their knowledge of the world and wider solar systems. They know that they live on planet Earth, and the Queen lives in London. Children develop a love of singing rhymes and action songs. The youngest children practise and join in with the words and actions they know. Older children enjoy books and story time. They recall what they already know and predict what might happen next.

Setting details

Unique reference number	EY478257
Local authority	Warwickshire
Inspection number	10119606
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	87
Number of children on roll	152
Name of registered person	Nuneaton and Bedworth Leisure Trust
Registered person unique reference number	RP532867
Date of previous inspection	19 December 2016
Telephone number	02476400581

Bermuda Park Nursery registered in 2014. The nursery employs 25 members of childcare staff. Of these, 24 hold appropriate early years qualifications at level 2 and 3. The nursery opens from Monday to Friday, 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports children with SEND and children who speak English as an additional language.

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