

# Inspection of St Bernards Nursery

Oakridge Methodist Church, Vivian Road, Basingstoke, Hampshire RG21 5QB

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Inspection date: 26 September 2019

<b>Overall effectiveness</b>	<b>Outstanding</b>
The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Outstanding

## **What is it like to attend this early years setting?**

### **The provision is outstanding**

The extremely dedicated manager and staff are exceptionally committed to their roles and responsibilities. They use their vast knowledge and experience to create a rich and inspiring environment where all children flourish. They have consistently high expectations for all children and have developed a curriculum based on children's interests and what they need to learn next. Exceptional partnerships with parents and other professionals involved in children's care ensure that all children, including those who need additional help, quickly receive the support they need to enable them to progress.

Children are happy, settled and have incredible fun in the extremely well-resourced nursery. The highly stimulating environment gives children a selection of valuable learning experiences which motivate them to be independent learners. Children show an extremely good attitude to learning. They concentrate, enjoy the activities and listen intently to the adults working with them.

Staff use every opportunity to skilfully extend activities and conversations to challenge children's thinking. As a result, children are confident in their abilities and eager to try new experiences.

Children's behaviour is outstanding. They display high levels of social skills and are considerate towards others. Staff act as extremely good role models and have high expectations for children's conduct. They build exceptionally strong relationships with children and set clear boundaries and rules. Children show tremendously high levels of emotional well-being and self-confidence.

### **What does the early years setting do well and what does it need to do better?**

- Staff are extremely nurturing and respond swiftly to children's individual care needs. For example, when children who have recently started attending the nursery become upset, they empathise with them and tell them they know how they feel. They take them into a quiet area and talk to them about how they are feeling, while giving them reassuring cuddles. These positive interactions result in children quickly settling and they return to play alongside their friends.
- Children have an excellent understanding of why some behaviour rules are in place and the impact that their behaviour may have on others. For instance, when they stack soft seats on top of one another and attempt to climb on these, staff stop them and asked them if this is a good idea. Children stop what they are doing and respond that it is not a good idea as they may hurt themselves or others.
- Staff are highly successful at giving children a rich set of experiences that promote an understanding of people beyond their own family and community.

For example, children regularly visit an older people's home and participate in arts and crafts, stories and songs. Children establish a positive attitude towards others and demonstrate high levels of confidence in social situations.

- Leaders focus exceptionally well on staff's ongoing professional development. Staff regularly attend training courses to help develop their knowledge and skills. For example, several staff have attended speech and language training at level 3, which has enabled them to support children with speech and language delay more effectively.
- Staff place a significant focus on supporting children's communication and language skills. Children with speech and language delays participate in small-group activities to help boost their listening, attention and speaking skills. Staff use highly effective teaching strategies, including modelling good language, repeating, recalling and questioning children to determine their level of understanding. This enables them to adapt their approach to meet the individual needs of children. Subsequently, all children make significant progress in their learning.
- Partnerships with parents are strong. Leaders offer a vast range of initiatives to engage, support and build on parents' interest in their children's learning. They regularly discuss children's progress with them and provide resources, including games and books, to encourage parents to support children's learning at home.
- Staff are dedicated to promoting children's health and well-being, and encourage them to be independent in meeting their care needs. For example, throughout the nursery there are tables with tissues, a mirror and antibacterial hand gel, to enable children to wipe their noses. Children do this with confidence and understand that they must use the hand gel to prevent germs from spreading.
- Children show high levels of determination and develop resilience to setbacks when completing challenging tasks. For instance, when they have trouble as they stack heavy car tyres on top of each other, they adapt their approach and persevere until they have managed to stack them.

## **Safeguarding**

The arrangements for safeguarding are effective.

The management team ensures that staff keep their safeguarding knowledge up to date. Staff complete training and discuss safeguarding issues during staff meetings. They have an excellent understanding of what to do if they have any concerns about children's welfare. They are familiar with the whistleblowing policy and procedures for reporting allegations. They have an exceptional understanding of the signs which may indicate that a child is at risk of harm.

## Setting details

<b>Unique reference number</b>	109747
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10108400
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 to 4
<b>Total number of places</b>	36
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Sloan, Carolyn
<b>Registered person unique reference number</b>	RP511871
<b>Telephone number</b>	01256 465274
<b>Date of previous inspection</b>	2 April 2015

## Information about this early years setting

St Bernard's Nursery opened in 1974 and operates from Oakridge Church in the town of Basingstoke. The nursery is open 51 weeks a year, on Monday to Friday from 8.30am to 5.30pm, and children attend a variety of sessions. The nursery supports children with special educational needs and/or disabilities and those who are learning English as an additional language. There are 12 members of staff employed to work with the children and a nursery cook. The manager has an appropriate qualification at level 6, one member of staff holds a qualification at level 5, two members of staff hold childcare qualifications at level 4, and eight staff at level 3. The nursery receives funding to provide free early education for children aged two, three and four.

## Information about this inspection

**Inspector**  
Ingrid Howell

## Inspection activities

- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector completed a joint observation with the manager.
- The inspector asked the staff questions throughout the inspection to establish their understanding of how to safeguard children, and how they assess and plan for children's learning.
- The inspector observed the interactions between staff and the children and considered the impact on their learning.
- The inspector sampled documentation, including staff's qualifications, children's records and evidence of paediatric first-aid training.
- The inspector spoke to parents and took account of their views.

We carried out this inspection 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.

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