

Inspection of Mighty Oaks Day Nursery & Pre School

Chapel Gate, Parley, Christchurch BH23 6BL

Inspection date: 15 January 2020

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children respond well to the caring and friendly staff and form positive relationships. This helps children settle and feel secure in the setting. Younger children go easily to staff for cuddles. Older children interact happily, responding readily to questions staff ask them. Children learn to be kind and share together. For example, older children see their younger friend is a little upset on arrival and quickly offer them some play dough to help them join in. Older children listen well to a story staff read about recycling, but this is too advanced for the younger children and they quickly lose interest. However, older children develop positive attitudes to learning and make steady progress. Children enjoy their healthy snacks and meals and develop their independence skills. They learn from a young age to scrape their plates and put their cutlery in a bowl to be washed. Younger children enjoy being cuddled while they drink their bottles of milk. Children gain confidence in their abilities and develop the social skills to help them prepare for their move to school. Older children demonstrate good imagination in their play and use language well to express their ideas. They tell staff that an asteroid is like a big rock and it floats and flies in the sky.

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

- The provider has been working hard to make improvements and has made some positive changes since the last inspection. There has been a complete change of staff and together they reflect on practice to develop the provision offered. For example, the manager and staff use more effective procedures to monitor children's progress to identify their next steps of development. However, although there are some evident improvements within the setting, such as better communication, the manager and staff have not fully embedded all procedures to promote consistently good practice.
- Teaching is variable. Staff plan activities that follow children's interests. Older children like to practise writing letters of their names. They start to link letters and sounds and say 'O is for octopus'. However, staff do not always consider how to support the differing abilities of all children. This particularly applies to the younger children who at times do not engage as well or experience a wider variety of activities tailored to their needs.
- Children develop their imagination and creativity well in play. They enjoy making pretend meals or tucking their dolls into cots for a sleep. Older children help to make play dough and push, squeeze and roll this out carefully. They say, 'I am making a vanilla cake'. Children decide they want to play going to a special ball. Staff support them to write and design invitations to their friends. Children become absorbed sticking colourful shapes, letters and feathers on a cardboard crown to wear at the ball.
- Staff encourage children's communication and language well. They ask the older

children questions to make them think and introduce new words, such as 'hammerhead shark', to develop their vocabulary and understanding. Younger children start to put three-word sentences together and say 'there you are' to a friend. Babies begin to babble and communicate through expressive actions. They wave their arms and show great excitement as they see staff making up their bottles of milk.

- The manager and staff are working together to raise their knowledge and understanding. They use the internet and share ideas for topics and activities. The manager is beginning to identify staff training needs and develop practice. However, she is still embedding ways to fully support staff with all aspects of their roles and responsibilities.
- Children develop their coordination well as they learn to throw, catch and roll balls with a physical play trainer who visits weekly. Staff support babies to help develop their core muscle strength and mobility. However, the manager does not monitor practice sufficiently to ensure staff consistently support all areas of children's learning effectively. At times, staff miss opportunities for children to exercise and use up their energy in play.
- Staff keep parents informed of their children's activities and encourage their involvement to promote continuity. However, staff have not formed links with other settings children attend to fully support a continuous approach for their care and learning needs.
- Children develop positive attitudes to helping others. Older children readily tidy up creative resources they have used and help to lay the table for mealtimes. Younger children learn about taking turns from their older friends, who act as good role models. Children benefit from the frequent praise and encouragement staff give them to help them develop positive self-esteem.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff complete safeguarding training and understand procedures to follow and who to contact, should a concern arise about children's welfare. The manager has a secure understanding of all aspects of safeguarding. The manager assesses staff suitability and is starting to implement supervision meetings. However, staff are new to the setting and the manager has not considered further ways to develop their awareness and confidence of their roles, such as recognising signs of wider aspects of safeguarding such as extremism. The staff and manager continue to assess possible risks to children's safety. They have reviewed their supervision procedures for children on outings and do regular head counts. Children learn to walk in a line, holding a rope to stay together and wear high visibility reflective vests to ensure they can be seen clearly.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
improve arrangements for supporting and training staff, to continually strengthen their knowledge and understanding of their roles and responsibilities, with particular regard to their awareness of some wider aspects of safeguarding.	26/02/2020

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

- improve the organisation of activities, such as group times, to fully support the different abilities of all children and engage the younger children's participation and learning more effectively
- improve arrangements for monitoring practice to help staff support and challenge all areas of children's learning consistently well, with particular regard to promoting children's physical development
- develop effective procedures to share information with other settings children attend, to fully support a continuous approach for their care and learning needs.

Setting details

Unique reference number	EY550343
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10097270
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 5
Total number of places	44
Number of children on roll	15
Name of registered person	Mighty Oaks Day Nursery & Pre School Limited
Registered person unique reference number	RP550342
Telephone number	01202 572 416
Date of previous inspection	5 February 2019

Information about this early years setting

Mighty Oaks Day Nursery & Pre School is privately owned and registered in 2017. It operates from dedicated first-floor areas within the Bournemouth Sports Club at East Parley, near Christchurch in Dorset. The nursery is open from 8am until 6pm Monday to Friday for 51 weeks of the year. It receives funding for early education for three- and four-year-old children. There are three members of staff working with the children. One member of staff holds a degree in childcare and two staff hold childcare qualifications at level 3.

Information about this inspection

Inspector
Mary Daniel

Inspection activities

- The inspector observed children's interactions in play and discussed their learning and development with staff.
- A sample of the setting's documents was viewed by the inspector, including documents evidencing staff suitability, qualifications and first-aid training.
- The inspector had a tour of the premises with the manager and discussed the organisation of the play areas.
- Two joint observations of activities were completed by the inspector with the manager and deputy manager.
- The inspector took into account the spoken and written views of parents.
- The inspector had discussions with the manager, including about safeguarding and self-evaluation systems.

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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