

Inspection of Judy's House Limited

20 Park Lane, Wimborne, Dorset BH21 1LD

Inspection date: 28 January 2020

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

What is it like to attend this early years setting?

The provision is outstanding

The managers and the staff team are inspirational. They show an exceptional commitment to achieving the highest possible standards for the families that attend the nursery. Children benefit greatly from the extremely warm and secure emotional attachments they develop with the tremendously caring staff. They thrive and are highly motivated to join in with activities, showing that they are emotionally secure and excited to learn. Children settle very well in this nurturing, caring and welcoming environment. Their behaviour is exemplary. Staff have the highest expectations for all children and they are excellent role models who consistently promote superb manners and behaviour. They use praise extremely well to help children understand expected behaviour.

Staff use their excellent knowledge and understanding of how children learn to provide a very wide variety of activities, balanced by child-led play. They carefully plan a highly stimulating curriculum that sparks children's interest and helps to build on what they know and can do. For example, young children relish the sensory experience of making their own modelling dough. They squeeze, roll and stretch it, which helps to develop the strength in their hands and coordination. Children remain actively engaged for long periods as they explore the interesting resources with high levels of independence and curiosity. They are confident and keen learners.

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

- The highly qualified staff have exceptional knowledge of how children learn. They are clear about what children need to learn in order to move forward in their development. Staff use accurate observations to ensure that children are challenged. All children progress exceptionally well from their starting points and develop secure foundations for future learning.
- Children benefit from excellent opportunities to promote and extend their communication skills to an outstanding level. Staff interact superbly with children to enhance the quality of their speech. They create excellent opportunities for children to share their thoughts and ideas. For example, during circle times, children excitedly recall words that begin with the letters 't' and 'j', such as 'terrific' and 'January'.
- Staff work exceptionally well with parents to support children's learning and help them to make excellent progress. For example, staff update parents continuously and fully involve them in their children's learning and development in the setting and at home. This deepens parents' understanding of the vital importance of the role they have in their children's learning.
- Children benefit greatly from daily outdoor learning sessions. This significantly enhances the exceptional quality of education offered to children. Children learn

about their natural environment and how to manage risks. During these sessions, children demonstrate high curiosity and extremely positive attitudes to their play and learning. For instance, children learn to look after the wildlife as they handle minibeasts carefully and return them to their natural habitats.

- Skilful staff facilitate children's independence and problem-solving skills. This is demonstrated during activities outdoors, as children use a broad range of apparatus. For example, older children fill wheelbarrows, negotiate ramps, assess the safety of their routes and work as a team to accomplish their freely chosen task. Children listen to the ideas of friends respectfully and take these into account.
- Staff have extensive knowledge of the importance of supporting children's personal, social and emotional development and they do this exceedingly well. Children form secure emotional attachments with staff through a highly effective key-person system and settling-in procedure.
- The management team and staff receive focused and highly effective professional development opportunities, to consistently raise their knowledge and skills. The manager's positive attitude, consistent support and encouragement helps staff to achieve their full potential. Staff grow in confidence and learn new skills. For example, they share 'achieving positive behaviour' training with parents. This contributes to the excellent behaviour that children demonstrate as they benefit from consistency in approach.
- Staff are exceptionally dedicated to providing outstanding childcare. The management team share their values and vision among all staff, who say they are extremely well supported. Staff successfully engage in peer observation to help each other reflect on their practice and give consistent support for one another.

Safeguarding

The arrangements for safeguarding are effective.

The management team and staff have an excellent understanding of the signs and symptoms that may indicate a child is at risk of neglect or abuse. They have a strong knowledge of wider safeguarding concerns, including being drawn into extreme situations. The management team and staff understand their role to protect children from extreme views and beliefs. They have a shared understanding and commitment to keep children safe. Staff explain internal procedures confidently and the local procedures to follow if they have a concern about a child's safety. Managers and staff implement robust and effective procedures and place a strong emphasis on ensuring children are cared for in a safe environment. This includes an extremely comprehensive recruitment, selection and induction process.

Setting details

Unique reference number	EY363117
Local authority	Dorset
Inspection number	10126019
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	35
Number of children on roll	54
Name of registered person	Judy's House Limited
Registered person unique reference number	RP527381
Telephone number	01202 882731
Date of previous inspection	13 August 2015

Information about this early years setting

Judy's House registered in 2002. It is a privately owned day nursery situated in Wimborne, Dorset. The nursery operates Monday to Friday from 8am until 6pm. It opens all year round except for bank holidays, one week during the May half-term, one week in August and the Christmas period. The nursery receives funding for the provision of free early years education to children aged two, three and four years. There are 14 members of staff, of whom two have level 7 qualifications, eight have level 6 and two have level 4.

Information about this inspection

Inspector

Rachel Cornish

Inspection activities

- A range of documentation was viewed by the inspector, including public liability insurance, safeguarding policy and procedures, and paediatric first-aid qualifications.
- A meeting was held between the inspector and the management team to assess arrangements for self-evaluation, safe recruitment and staff suitability.
- The inspector spoke to children, staff and parents at appropriate times during the inspection.
- The inspector and a director completed a tour of the premises across all areas of the provision to understand how staff organise the curriculum and environment.
- A joint observation was carried out by the inspector and a director to evaluate the quality of teaching and learning.

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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