

Inspection of Nemo's Nursery and Pre-School

4 The Grove, 25 Forest Road, POOLE, Dorset BH13 6DQ

Inspection date: 14 February 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and settled. Staff get to know the children well and link closely with parents to find out about each child's individual needs before they start. They use the information effectively to meet the children's care and learning needs well. Children show good levels of self-confidence and self-esteem.

Children make good progress in their learning. Staff use what they know about the children to identify and plan effectively for children's next learning steps. They incorporate children's interests into activities they plan. For example, children have fun in the fire station role-play area, using their imagination as they play together with their friends. Staff respond well to the children, actively listening to them and asking thought-provoking questions to develop their thinking. This helps support their communication and language skills.

The provider and staff continually reflect on the provision to help them identify ways to improve children's learning experiences. For example, they constantly adapt the layout of the under-twos' room to promote the children's physical development. The provider seeks the views of parents and takes their suggestions on board. For example, monthly newsletters have been re-introduced following parents' request.

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

- Children feel safe and emotionally secure. For example, babies and toddlers build strong bonds with the staff, who are kind and nurturing. The key-person system is well established, which helps promote children's well-being effectively. Older children are confident and show good levels of independence as they learn to do things for themselves. This helps prepare them for their move on to school.
- Children behave well. They listen to adults and are cooperative as they help clear away the toys before lunch. Children proudly tell others when it is their turn to be the 'special helper' for the day. Relationships among children and staff reflect a positive and respectful culture. For example, children understand to share and take turns during the baking activity. Children learn about safety and how to use equipment safely.
- Children's early literacy is supported effectively. Children happily join in with songs and rhymes and develop their attention skills as they sit and listen to stories. Staff make effective use of props to captivate the babies' and toddler's interest during a singing session. Older children are confident communicators. For example, as they build their models, they enthusiastically explain how their 'monster machine' works.
- Children have fun as they explore and experiment with the wide range of media

and materials, such as paint, sand and dough. For example, babies and toddlers are fascinated to feel the dried pasta and hear the sounds it creates when transferred to containers.

- Children enjoy a well-resourced play and learning environment which helps them develop across the seven areas of learning. However, at times, staff do not differentiate small-group activities to engage all children's full participation.
- Children benefit from being provided with healthy and nutritious food at mealtimes.
- Children's physical health is promoted successfully. Children show good control as they join in games of throwing and catching. Staff incorporate some number and counting to support children's mathematical development further. Children have fun as they climb and balance on the obstacle course outdoors. However, on occasions, staff miss chances to provide greater challenge for older children in their play.
- Partnerships with parents are strong. Staff develop an effective two-way flow of information with parents, which helps to provide good continuity for children's care and learning. Parents receive regular updates about their children's progress and staff encourage them to share their children's achievements at home.
- The manager is supportive of the staff. She holds regular meetings with staff to discuss their practice and assess the quality of teaching. This helps her to identify staff training courses that will benefit children. For example, staff attended training on the 'wonder of music', to gain ideas for activities for younger children.

Safeguarding

The arrangements for safeguarding are effective.

The provider follows effective recruitment and vetting procedures to make sure that all staff are suitable and have the skills they need for their role. Staff demonstrate a secure understanding of procedures to keep children safe. They know the signs that may indicate a child is at risk of harm and how to identify and report concerns. The manager keeps staff updated about any changes and ensures they are clear about their responsibility to keep children safe. Security measures are effective. Access to the premises is monitored well to help keep children safe. Regular risk assessments are carried out to enable staff to identify any issues so appropriate action can be taken.

What does the setting need to do to improve?

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

- review the organisation of small-group activities to make sure these are suited to all children, to increase the younger children's engagement and involvement

- make better use of opportunities to challenge and extend the older children's learning, to enable them to reach their full potential.

Setting details

| | |
|--|------------------------------------|
| Unique reference number | EY406049 |
| Local authority | Bournemouth, Christchurch & Poole |
| Inspection number | 10125864 |
| Type of provision | Childcare on non-domestic premises |
| Registers | Early Years Register |
| Day care type | Full day care |
| Age range of children | 0 to 4 |
| Total number of places | 32 |
| Number of children on roll | 42 |
| Name of registered person | Hartwell, Claire |
| Registered person unique reference number | RP515595 |
| Telephone number | 01202 757563 |
| Date of previous inspection | 29 May 2015 |

Information about this early years setting

Nemo's Nursery and Pre-School registered in 2010. It operates from a converted house in a residential area of Poole, Dorset. The nursery is open Monday to Friday from 8.30am to 5.30pm for 51 weeks of the year. It receives funding to provide free early education for children aged three and four years. The nursery employs a team of 10 staff. The manager and one staff member hold an early years qualification at level 6 and six other staff are qualified at level 3.

Information about this inspection

Inspector

Dinah Round

Inspection activities

- The inspector completed a learning walk of the areas used by the setting to find out how they are organised, and the range of activities provided indoors and outdoors.
- The inspector observed the quality of teaching and the impact this has on children's learning.
- The inspector completed two joint observations with the manager.
- The inspector spoke to the staff and children at appropriate times during the inspection and held a meeting with the manager.
- The inspector spoke to parents and took their views into account.
- The inspector sampled a range of documentation, including evidence of staff suitability and training.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2020