

Inspection of The Balsam Nursery

1b Alfred's Way, Wincanton Business Park, Wincanton, Somerset BA9 9RU

Inspection date: 11 January 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is good

Children are happy and busy throughout the day. The provision is well organised to enable children to make independent choices in their play. Children show curiosity and confidence as they move around the environment. They demonstrate good attitudes to learning and are keen explorers. For example, young children squeal with delight as they splash in the water tray. They eagerly explore how to transport water from one container to another. Staff continuously promote children's sense of belonging and emotional well-being through positive interactions. Children have formed secure emotional attachments with all staff, not only their key person. Children behave well. Staff skilfully support children to understand boundaries and develop an awareness of and respect for their peers. Children are kind and friendly and take time to listen to each other.

The manager and staff warmly welcome the parents and children at the nursery entrance. Parents do not come inside, due to the setting's COVID-19 risk assessment. However, staff utilise the outside space to share detailed information with parents about their child's day. This means daily discussions can take place with appropriate social distancing. This helps to ensure that parents feel fully involved in their child's learning. Children are happy to separate from their parents at the nursery entrance.

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

- Staff provide a range of activities to support children to develop and strengthen the small muscles in their hands and fingers in readiness for early writing. For instance, children use small paintbrushes to create different marks in flour. Children show concentration as they practice using scissors to cut out different shapes for their pictures.
- Staff support children who speak English as an additional language effectively. For instance, staff create picture cards in a variety of different languages to support children to use their home language during their play and learning.
- The provider and manager are passionate about providing children and families with the highest level of care and learning. They are good role models for staff. They interact and engage well with the children, demonstrating effective teaching skills. The management team use additional funding effectively to support children with a variety of needs. The special educational needs coordinator works closely with other professionals to seek advice and support to ensure all children make progress. She provides staff with a range of strategies and resources and helps them to make changes in the environment to consistently support children's learning and development.
- Staff feel well supported by the management team and say that they feel listened to and valued. During regular supervision meetings, staff are able to

reflect on their practice and consider areas of professional development. They benefit from opportunities to attend courses to develop their knowledge and skills, which supports better outcomes for children.

- Leaders and staff have a good understanding of their curriculum and what they want children to learn. Staff know their key children well and plan activities based on their interests and abilities. Staff evaluate the impact of activities on children's progress. All children make good progress from their starting points in learning.
- Staff promote children's language and communication skills well. They repeat words and sentences back to young children correctly and provide a narrative during their play. Children enjoy singing action songs and listening to stories. However, at times, the types of questions staff ask children can sometimes be too repetitive, which restricts their thinking and engagement.
- Partnerships with parents are good. Parents describe the staff as 'excellent'. They comment on the high levels of support in place to help children learn and develop. Parents feel that their children have made good progress since starting at the setting and there is a good two-way exchange of communication and information. Staff use effective monitoring and assessments to identify what children need to learn next and share these with parents. However, staff do not always provide parents with specific information or examples of activities on how to promote children's individual learning at home.

Safeguarding

The arrangements for safeguarding are effective.

The provider and manager ensure that all staff keep their safeguarding knowledge up to date through regular training. Leaders and staff understand their responsibilities in helping to keep children safe. For example, effective staff deployment ensures that children are well supervised. Staff have a good understanding of child protection policies and procedures, including wider safeguarding concerns. Leaders and staff work together to carry out regular risk assessments to ensure the setting is safe and secure for all children.

What does the setting need to do to improve?

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

- further develop the use of staff's questioning techniques to enhance children's thinking skills and engagement to a higher level
- provide parents with more specific information about their child's next steps and ways in which they can support their child's learning at home to help them make even better progress.

Setting details

Unique reference number	2545530
Local authority	Somerset
Inspection number	10217101
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	85
Number of children on roll	101
Name of registered person	Green, Robert Eric
Registered person unique reference number	RP909777
Telephone number	0196331688
Date of previous inspection	Not applicable

Information about this early years setting

The Balsam Nursery registered in 2019. It is situated in the Wincanton Early Years Centre, in Wincanton, Somerset. The Balsam Nursery is open from 8am to 6pm, Monday to Friday, all year round, apart from bank holidays and Christmas. The nursery receives funding to provide free early education for children aged two, three and four years. There are 20 members of staff, including the owner. Of these, one has a qualification at level 6, two have a qualification at level 5, one has a qualification at level 4, 11 have a qualification at level 3 and three staff have a qualification at level 2.

Information about this inspection

Inspector

Terri Breakwell

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- Leaders explained the nursery curriculum during a learning walk with the inspector.
- The inspector observed the quality of education and the impact this has on children's learning.
- Consideration was given to parents' views. The inspector spoke to parents during the inspection.
- The inspector checked evidence of the suitability of staff working with children.
- The provider and the inspector carried out a joint observation.

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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