

# Inspection of Fordingbridge Day Nursery

Salisbury Road, Burgate, Fordingbridge, Hants SP6 1LX

---

Inspection date: 10 February 2022

---

## **Overall effectiveness**

**Inadequate**

The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Inadequate**

Leadership and management

**Inadequate**

Overall effectiveness at previous inspection

GoodGood

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

### The provision is inadequate

Weaknesses in safeguarding mean that children are not adequately protected. Recruitment procedures are not robust and the provider does not ensure that adults working with children are suitable. Nevertheless, children enjoy their time at the nursery and make good progress in their learning.

Children are confident and independent. They access their coats and dress themselves to go outside. However, at times, children do not follow consistent hygiene routines. This does not promote their understanding of how to manage their personal care. Children choose from a variety of resources in the well-equipped learning environment. They move between the indoors and outdoors with ease. For example, children extend their indoor play and take their paper rockets to fly outside. Staff have high expectations and children behave well. Children engage well with their friends and cooperate to roll the large balls in the outside area. They work together effectively to build castles in the sand play area.

Children enjoy looking at books and hearing stories being read. This helps to support their early language development. Babies and younger children enjoy listening to songs from familiar adults. They snuggle in with their key person as they have their bottles. Younger children recognise and name colours in the environment. They point to resources that share the same colour as the carrots they eat for their lunch.

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

- Safeguarding processes are ineffective. The provider does not complete adequate checks on staff. The leadership team fails to gather information to assure staff's appropriateness to work with children. In addition, information to demonstrate ongoing staff suitability was not available at inspection, as required.
- The quality of education is good. There is a well-balanced curriculum built on the children's interests and experiences. Staff make the most of opportunities in the environment. For example, they explain to the children that the chinook, flying overhead, is a helicopter with two sets of blades. The children pretend to be chinooks. They run around the vast outside area with their arms out, pretending to fly.
- Hygiene practices are not consistent across the nursery. Older children wash their hands after outdoor play and before lunch. However, younger children are not encouraged to use soap to wash their hands before mealtimes. Children are not always reminded to put their hand over their mouths when they cough. This does not promote good hygiene practice.
- Partnerships with parents are good. Parents speak highly of the nursery, saying

that staff are 'outstanding' and that their children 'are thriving'. They comment that they receive help to support their children at home, such as using 'listening ears'. Parents say that their children have 'amazing healthy food to eat' that they talk about when they go home.

- Staff work well with families and other professionals. This provides targeted support for children with special educational needs and/or disabilities. Early years pupil premium funding is used effectively to support children's regular attendance.
- All children benefit from a language-rich environment that helps them develop their communication skills. This particularly supports children who are learning English as an additional language. Staff work with parents to learn essential words in the children's home languages. This helps to settle the children when they start.
- Staff work successfully with local schools. They have adopted practices to help prepare children for the next stage in their development. For example, staff use puppets to re-enforce the characteristics of effective learning. These include the crocodile who likes to think of new ways to play, the parrot who likes to try, try again and the giraffe who likes to play and explore. Staff use the puppets well. They encourage children to work together and concentrate in their chosen activities.
- Staff are warm and caring to all children and there is a clear key-person approach. Staff understand the importance of their key-person role, including helping children to build attachments and to feel safe and secure. However, sometimes staff deployment does not enable staff to carry out their key children's basic care routines to enhance the key-person approach further. In addition, the lack of robust recruitment procedures and the weaknesses in reviewing staff's ongoing suitability have the potential to impact on children's well-being and safety.
- Children enjoy a range of varied, well-balanced meals prepared by the new chef. Staff encourage the children to try different foods and flavours. This supports children to develop their tastes and become familiar with a range of foods.

## Safeguarding

The arrangements for safeguarding are not effective.

Weaknesses in leadership and management practices mean that children's safety is not assured. The provider fails to implement robust recruitment procedures. Essential checks to ensure that staff are suitable to fulfil the responsibilities of their roles are not completed. For example, references and ongoing suitability procedures are not thorough. Staff all hold current paediatric first-aid certificates and maintain their training. This helps them to keep their knowledge updated to respond to children's accidents appropriately. Staff keep updated with child protection matters, such as through team meetings. They understand the procedures to follow if they are worried about a child's welfare or if they have concerns about other staff. They have a good understanding of safeguarding issues, including radicalisation and county lines.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
ensure that there are robust recruitment and ongoing suitability procedures to check staff are suitable to look after children	24/02/2022
ensure that staff implement the hygiene practices across the nursery to promote children's good health consistently.	24/02/2022

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

- review staff deployment to enable key persons to continue to build on their role to support and care for their key children, including during care routines, such as nappy changing.

## Setting details

<b>Unique reference number</b>	EY480309
<b>Local authority</b>	Hampshire
<b>Inspection number</b>	10218411
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	80
<b>Number of children on roll</b>	100
<b>Name of registered person</b>	Fordingbridge Day Nursery Limited
<b>Registered person unique reference number</b>	RP533874
<b>Telephone number</b>	01425 656060
<b>Date of previous inspection</b>	24 January 201724 January 2017

## Information about this early years setting

Fordingbridge Day Nursery registered in 2014. It is situated on the outskirts of the town of Fordingbridge, in Hampshire. The owners also have another nursery in the local area. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery is open from 7am to 7pm each weekday, all year around. The provider employs 20 staff, including the chef. One staff member has qualified teacher status, two hold degrees in early years, one holds a level 4 qualification, 10 staff are qualified to level 3, two staff have a level 2 qualification and three are unqualified.

## Information about this inspection

### Inspector

Lindsay Osman

## Inspection activities

- This was the first routine inspection the provider 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 provider.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and children.
- The inspector spoke with the nominated individual about the leadership and management of the setting.

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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022