

Inspection of Ballyhoo Boutique Nursery

Ballyhoo Nursery, Unit 2, The Maltings, Shaddongate, Carlisle, Cumberland CA2
5TU

Inspection date: 22 February 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Leaders understand the impact that the COVID-19 pandemic has had on children's emotional well-being. They provide settling-in sessions that are tailored to the needs of every child. Family workers are chosen carefully and in accordance with children's particular preferences. This contributes towards the very special relationships that are formed between the children and staff. Children move through the nursery seamlessly alongside their consistent family worker. They are clearly very happy and settled in this calm and inviting nursery.

Leaders and staff aim to provide all children with 'the very best start in life'. They encourage children to continually build on their skills from the onset. Babies show confidence to walk across the room unaided and demonstrate immense pride in their achievements. They remember what has been learned when tapping a stick on a triangular frame to create music. Younger children show increasing resilience when using tools, such as scissors, to snip paper. They ask simple questions to find out information. Older children enjoy using a variety of vehicles to make various tracks in sand. They listen to stories with great attention and concentrate hard when searching for the hidden dragons and dinosaurs in the pictures. Children with special educational needs and/or disabilities (SEND) demonstrate their growing awareness of how to keep themselves safe. For example, during pretend play, they place a towel over the tray in the oven before attempting to lift this out.

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

- The positive and respectful staff have high expectations for children's behaviour. They teach children about the rules and boundaries in place. Children know to stop at each sunshine picture when heading outdoors. They remember to say 'thank you' when staff pass them the glitter during creative play. Staff instantly recognise and applaud special 'wow' moments, such as children's new-found ability to pedal a bike. This helps children to adopt a high sense of self-worth.
- Leaders recruit staff safely. They ensure that new staff are supported by more experienced staff, to help them to become confident and competent in their role. All staff undergo regular supervision sessions. They complete a broad range of training that focuses intently on the needs of the children attending.
- Overall, staff support children's communication and language development well. Staff support older children to adopt good listening and attention skills through a series of stories that are carefully linked to their interests. They encourage older children to recall events from previous books that they have read, to promote their good thinking. However, this is not consistent practice. For instance, during play with ice, staff working with younger children sometimes step in too quickly to talk through what is happening and why. This does not fully support younger children to build on their ability to think for themselves.

- The proactive staff ensure that children with SEND receive the early help and support that they need. They liaise with parents and other professionals and thread advice into children's individual learning plans. Staff place a sharp focus on enhancing children's social skills. Children with SEND are beginning to show a willingness to engage in games, such as tennis, alongside other children.
- Staff actively promote children's good health. Children spend time outdoors in the fresh air each day. They enjoy regular visits to the local running track and actively take part in races. Staff aspire to improve their provision. They are in the process of creating a climbing room, to provide even more opportunities for children to engage in physical exercise each day.
- Children develop a generally good awareness of people and communities beyond their own. Staff encourage younger children, including those who speak English as an additional language, to listen to a variety of music that reflects their individual home cultures. However, staff working with older children gather less in-depth information about children's backgrounds and heritage to inform their good teaching. This does not support all children to gain a broader understanding of what connects them to and distinguishes them from others.
- Partnerships with parents are good. Staff exchange information with parents about children's learning and progress. They provide books for children to take home, to help them to develop a love for books and reading. Parents report that staff take account of their children's interests from home and extend on these within the nursery. They express that their children are very happy.

Safeguarding

The arrangements for safeguarding are effective.

Leaders create a culture of vigilance across the nursery. They ensure that all staff complete a wide variety of safeguarding training and regularly test out their knowledge through a purposeful safeguarding quiz. This helps to ensure that staff have a good knowledge of the procedures to follow to protect children's welfare. Staff take steps to keep children safe. For example, they engage children in meaningful songs that remind them to hold on to the handrails when walking down the stairs. Staff are aware that children use an increasing range of technology at home. They share advice with parents, such as the importance of balancing screen time, to further promote children's health, safety and welfare at home.

What does the setting need to do to improve?

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

- support staff to intervene most precisely and enable younger children to think more creatively for themselves, to build on their good communication and language skills
- strengthen teaching and help older children to gain a broader understanding of

what connects them to and distinguishes them from others, to aid their awareness of what makes each and every one of them unique.

Setting details

Unique reference number	EY556880
Local authority	Cumbria
Inspection number	10174940
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	1 to 4
Total number of places	38
Number of children on roll	45
Name of registered person	BBN Holdings Uk Ltd
Registered person unique reference number	RP556879
Telephone number	01228 526213
Date of previous inspection	Not applicable

Information about this early years setting

Ballyhoo Boutique Nursery registered in 2018 and is situated in Carlisle. The nursery employs 11 members of childcare staff. Of these, one holds an appropriate qualification at level 2, five hold level 3 and the manager holds level 4. The nursery is open Monday to Friday from 8am to 6pm all year round, with the exception of bank holidays. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Charlotte Bowe

Inspection activities

- This was the first routine inspection that the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in her evaluation of the nursery.
- The manager led the inspector on a learning walk to show how the nursery is organised and to share information about the intent for the early years curriculum.
- A planned activity was jointly evaluated by the inspector and the manager.
- The inspector held discussions with the staff and children at appropriate times during the inspection. She held a separate meeting with the manager and deputy manager to discuss aspects of leadership and management.
- The inspector views a sample of documents, including evidence of the suitability of staff, a record of staff qualifications and training, and some of the policies and procedures.
- The inspector spoke to a small number of parents over the telephone and took account of their views.

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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