

Inspection of Blackdown Children's Day Nursery

The Bungalow, Chelston, Wellington, Somerset TA21 9PH

Inspection date: 10 March 2022

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

What is it like to attend this early years setting?

The provision is good

Children are motivated to learn. Staff create a curriculum that sparks children's interest. Staff seek children's views and engage children in making decisions about their learning and play, listening to their ideas. For example, when invited to join a creative activity, children politely decline in favour of continuing their collaborative construction play. Children enthusiastically share their ideas as they build animals. They respond well to questions posed by staff, who help them develop their thinking and extend their designs. Children talk about how the giraffe is as tall as a 'T. rex' and how their lizard is 'short', developing their mathematical language well.

Young children show great curiosity as staff demonstrate how to make the wheels spin on a tractor. Children watch and point, gasping in wonder. When they are confident, they have a go for themselves. They test their ideas, for example exploring which surface is best to roll the tractor on, and persevere in their attempts.

Managers and staff recognise the impact that the COVID-19 pandemic has had on children, particularly on their emotional well-being. Children build strong bonds with caring staff who know them well. Staff have supported children well as they returned to the nursery, providing small-group activities and consistent routines to ensure children feel safe.

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

- Staff plan an ambitious and broad curriculum which reflects children's interests. Staff have good knowledge of what children need to learn next and use this information successfully to progress children's learning. For example, staff in the baby room build on children's enjoyment of a posting game and provide musical instruments to develop children's arm and hand muscles further in readiness for early writing.
- Staff monitor children's progress well. They quickly identify any gaps in children's learning and provide effective support to help children catch up. The special educational needs coordinator works closely with key persons and parents to develop appropriate individual targets, such as behavioural plans.
- Most children are keen to engage in focused activities, such as designing 'rainbow fish'. Staff support younger children well to develop their communication and language skills. They encourage children to identify colours and to describe the feeling of the materials. However, staff do not always plan these activities as well as they could. They do not consistently help children recall previous learning, to consolidate what they already know and to challenge them further to develop a greater knowledge.
- Children behave well and staff manage their behaviour consistently, overall.

Staff gently remind children of the 'golden rules' and help them to identify how they feel. During a story, children recognise that the fish is sad because his friends will not share. Children enjoy listening to familiar stories and are keen to learn more. Older children ask questions for better understanding, such as what a scale is. On occasion, staff do not ensure that children are fully engaged during their small-group times and do not limit disruptions so that children remain focused on their learning.

- Nurturing staff meet the youngest children's care needs successfully. They initially gather a wealth of information from parents about children's daily routines, preferences and milestones. There are effective systems to ensure this information is regularly reviewed and shared with the next key person as children move on to the next room. Children are reassured when unfamiliar adults are in the room. They receive reassuring hugs. This further supports children to develop emotional security.
- The manager has extended her knowledge of individual children in the nursery and has a good overview of their development and learning needs. The manager supports staff well to develop their skills with regular observations of practice and monthly meetings. She monitors the quality of teaching well and provides effective support to raise it to a higher standard.
- Effective partnerships with parents enable staff to meet children's needs successfully. Parents talk positively about the support given to prepare children for their move to school and the strong relationships children form with familiar adults. Staff keep parents well informed about their children's progress and their daily routines to ensure there is consistency in children's care and learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and managers have supported staff well to develop their safeguarding knowledge since the previous inspection. Staff have all attended training and continue to discuss safeguarding scenarios during regular staff meetings. Staff have good knowledge of the indicators of abuse and the procedure to follow should they have a concern. The designated safeguarding lead and her deputy understand the importance of prompt referrals to other agencies. There are strong partnerships with other agencies to support vulnerable families. This enables information to be routinely shared and reviewed to safeguard children. The premises are safe and secure. Staff use effective procedures to ensure children are collected by known and authorised adults. Leaders have improved their systems to ensure that staff are suitable for their role. All required documentation is in place to show how the provider ensures staff are suitable and remain suitable, including employment references.

What does the setting need to do to improve?

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

- use all opportunities that arise to help children to recall what they have learned, to build on what they know and remember
- review the organisation of group activities to enable older children to remain focused and engaged in their learning.

Setting details

Unique reference number	EY389369
Local authority	Somerset
Inspection number	10216324
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	29
Number of children on roll	49
Name of registered person	Brister-Thorne, Graham Neil
Registered person unique reference number	RP515328
Telephone number	01823617255
Date of previous inspection	28 October 2021

Information about this early years setting

Blackdown Children's Day Nursery registered in 2009 and is privately owned. It is located in Chelston, near Wellington, Somerset. The nursery is open from 7.45am until 6pm, from Monday to Friday, all year round, with the exception of bank holidays. It receives funding for the provision of free early education to children aged two, three and four years. The owner employs 12 staff. Of these, one holds a degree in early years education, eight hold qualifications at level 3 and two hold qualifications at level 2.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager took the inspector on a learning walk to discuss the intent of the curriculum.
- The inspector and the manager conducted a joint observation and discussed the quality of teaching.
- The views of parents and children were taken into consideration.
- Discussions were held with the management team, staff, parents and children at convenient times during the inspection.
- Required documentation was sampled.

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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