

Inspection of Colehill Nursery

Colehill First School, Pilford Heath Road, WIMBORNE, Dorset BH21 2LZ

Inspection date: 24 March 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	Outstanding
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What is it like to attend this early years setting?

The provision is good

Children arrive at the nursery happily and are warmly welcomed by staff. They feel safe and secure and have strong relationships with staff who are kind, caring and nurturing. Children are confident and imaginative and thoroughly enjoy role play activities where they share their ideas with friends. They work together to solve problems. For example, children discuss how to lift and fit a pushchair into the book area to read their 'baby' a story. They make marks with a variety of tools. Children are creative and enjoy singing, making music and crafts.

Children develop a love of reading. Staff read stories with enthusiasm and children join in with excitement. As well as planned storytelling, children ask staff to read to them, share books with their friends and look at them independently. As a result of this and good-quality staff interactions, children use vocabulary well. For example, children say they need to clean the table after eating in the mud kitchen as it is their 'responsibility'.

Children behave well, share resources and take turns. When disagreements do occur, staff manage this quickly and appropriately, encouraging children to consider each other's feelings. Staff praise children effectively. As a result, children show pride in their achievements and have high self-esteem. They have a can-do attitude and good levels of concentration.

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

- The curriculum is well planned, structured and sequenced. Staff understand children's current level of development and what to do to help them develop further. As a result, children who need additional support are identified quickly and effective interventions are implemented. Staff work closely with other agencies and parents to support children with special educational needs.
- Leaders and managers carefully allocate additional funding to support the most disadvantaged children. This includes arranging sessions with external experts in sports coaching and singing. Staff have high expectations and all children make progress.
- The manager regularly reflects on practice and evaluates the setting to ensure that continuous improvements benefit children's learning. Children's interests are well understood and nurtured by staff, and children's emerging interests are used to guide improvements, such as an extended planting area.
- The manager cares about staff well-being, and staff say that they feel supported in their roles. They have high morale and work effectively as a team. As a result, they are good role models. Staff have regular supervisions to develop their practice and there are many opportunities for them to extend their professional development. The key-person system is well organised to ensure that children

build strong bonds and have targeted individual support for their next steps.

- Children benefit from extensive time spent outdoors, in all weathers. They get plenty of fresh air and are physically active. They ably climb, balance, run and jump. Children learn how to keep themselves healthy. They make 'vegetable smoothies' in the role play area, talking to each other about what foods are healthy. Children learn how about oral health, help themselves to water and are provided with nutritious snacks.
- Children benefit from a broad curriculum to support their development and good teaching from staff. However, the curriculum for mathematics requires refinement to fully meet children's learning intentions.
- Staff engage in good-quality conversations with children. They encourage children to share their ideas and build their vocabulary through storytelling, role play and games. However, opportunities for some children to share and celebrate the languages they speak at home with staff and other children are limited.
- Parents recommend the setting and comment that their children settle well and are happy to attend. Regular information is shared about children's progress through an online application. Children are well prepared for their next stage in education and benefit from the setting's close links with the primary school.

Safeguarding

The arrangements for safeguarding are effective.

Staff have undertaken extensive safeguarding training, which is updated regularly. They know the signs and symptoms of abuse and understand the procedures to follow to report a concern. They also have a strong understanding of extreme views, domestic violence and county lines. The manager works with relevant agencies to keep children safe and accesses help for families when needed. They adopt safer recruitment practices to ensure staff are suitable to work with children and there is an effective system to monitor ongoing suitability. Risk assessments are undertaken and are effective in keeping children safe.

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 develop their skills and knowledge to further support children's mathematical development
- extend opportunities for children to learn about similarities and differences between themselves and others.

Setting details

Unique reference number	EY296236
Local authority	Dorset
Inspection number	10126097
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	2 to 4
Total number of places	26
Number of children on roll	43
Name of registered person	Colehill Pre School Nursery Group Trust
Registered person unique reference number	RP901891
Telephone number	01202 889 724
Date of previous inspection	26 May 2016

Information about this early years setting

Colehill Nursery opened in 1997 and transferred to the current premises within Colehill First School, Wimborne in 2004. The nursery opens Monday to Friday from 9am until 4pm during term time only. There are seven staff employed to work with the children, five of whom hold relevant qualifications from level 3 to level 6.

Information about this inspection

Inspector
Lisa Large

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.
- The manager and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out a joint observation of group activity with the manager.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector spoke to several parents during the inspection 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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