

Inspection of Bermuda Park Nursery

St. Davids Way, Bermuda Park, NUNEATON, Warwickshire CV10 7SD

Inspection date: 7 April 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	Good
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What is it like to attend this early years setting?

The provision is good

Children are greeted at the door by friendly staff. They go through to their designated room, where they are supported to settle in. Children feel safe and secure. They are confident and can express their needs well. Children who require extra support will seek reassurance from staff, who are attentive to their needs. Cuddles are always given, which helps to support children's self-esteem.

Young children have lots of opportunities to explore their surroundings. They crawl and practise their developing physical skills as they pull themselves up using low-level furniture. Lots of tummy time is given to strengthen core muscle groups for very young babies. Children delight as bubbles are blown. They try to pop them by clapping.

As children transition through the different rooms, they are encouraged to become more independent. A wide range of activities and opportunities to develop independence and self-care skills are provided. Older children fetch their own plate, cups and utensils and self-serve their lunch. Coats and bags are accessed and put on by children themselves. All children develop a love of reading and enjoy listening to stories. Staff support early communication and language skills well. They sing action songs, which the children join in with. Staff ask open-ended questions which encourage children to think and respond using new words they have learned.

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

- All children benefit from lots of fresh air outdoors. Older children can choose to freely access the well-resourced outdoor area throughout the day. They enjoy using their problem-solving skills as they work together to make ramps with wooden planks. Discussions are held to decide whether it is a slide or a surfboard. Children practise their physical skills as they pedal tricycles, climb on the large apparatus and balance over the 'assault course' made of tyres.
- Children develop an understanding of the world around them. They have just completed the life cycle of a chicken. They recently had eggs which were incubated and hatched. Children have enjoyed caring for their baby chicks.
- During the COVID-19 pandemic, parents have not been allowed into the nursery. The manager recognises that this is not what parents and staff want. They are currently looking at ways for parents to safely come back into the nursery.
- Parents report that they are happy with the setting. They say that staff are amazing and friendly and that their children enjoy attending. However, recently, there has been a decline in information shared with parents about their children's progress. Some parents do not know what their child's next steps in learning are. They also say they would welcome support to extend their child's

learning at home.

- The nursery curriculum is sequenced to build on what children know and can do and what they need to learn next. Staff access regular training, which ensures that the quality of teaching is good. Children learn skills to make progress ready for their next stage in learning and eventual move to school.
- An effective key-person system ensures that staff know their children well. Staff plan activities in line with children's interests and individual needs. The manager is introducing a new system for planning. She hopes that this will identify more precisely children's next steps in learning, to support children to make even better progress.
- Children with special educational needs and/or disabilities (SEND) are well supported. Staff complete individual education plans and put in place a programme of targeted support. This ensures that children receive consistency in line with professionals who may also be involved with the children's care. The nursery is recognised by the local authority quality award scheme as providing inclusive care for children with SEND.
- Support is available for children who speak English as an additional language. Parents provide words in their home language for simple objects and tasks, for example 'chair', 'coat' and 'toilet'. Laminated pictures are then used with the corresponding words to help staff and children to communicate effectively.
- Staff teach children the importance of being kind to their friends at the nursery. Older children have a reward system where they can move up the 'sunflower' to achieve a certificate. Overall, children behave well.
- Children benefit from freshly prepared hot meals and snacks. An intricate system is in place to ensure that children's dietary requirements and preferences are met. Children follow good hygiene practices and wash their hands regularly after playing outdoors, messy play and before meals.
- Younger children are supported to recognise their feelings and individual needs, such as when they need a sleep. However, sleep arrangements do not always match the child's needs but focus on parents' wishes. Consequently, staff spend time assisting children to go sleep when they do not always want to. This results in children missing out on learning opportunities.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good, robust understanding of safeguarding. They know the procedures to follow should they have concerns about children in their care. Staff understand their responsibility in relation to whistle-blowing. They know how to recognise and act on any inappropriate behaviour from an adult towards a child. Effective staff deployment ensures children's safety. Improvements have been made to the accident and injury recording, and information is shared with parents about any behaviour incidents, such as biting. Risk assessments ensure that the premises and equipment are safe and suitable for use. The premises are secure.

What does the setting need to do to improve?

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

- strengthen communication with parents to provide more detailed information about their child's next steps in learning and support them to extend this learning at home
- review the sleeping arrangements for younger children so that they meet their individual needs.

Setting details

Unique reference number	EY478257
Local authority	Warwickshire
Inspection number	10231348
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	0 to 4
Total number of places	87
Number of children on roll	139
Name of registered person	Nuneaton and Bedworth Leisure Trust
Registered person unique reference number	RP532867
Telephone number	02476400581
Date of previous inspection	19 August 2019

Information about this early years setting

Bermuda Park Nursery registered in 2014. The nursery employs 29 members of childcare staff. Of these, three staff hold degree qualifications, two staff hold appropriate early years qualifications at level 4, and 20 staff hold appropriate early years qualifications at level 3 and 2. The nursery opens from Monday to Friday for 51 weeks of the year. Sessions are from 7.30am until 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Johanna Holt

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The manager and the inspector had a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation, including risk assessments, accident and injury records and reviewed evidence of the suitability of staff working in the nursery.
- The inspector carried out joint observations of group activities with the manager.
- Children told the inspector about their friends and what they like to do when they are at the nursery.

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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