

Inspection of Fordingbridge Day Nursery

Salisbury Road, Burgate, Fordingbridge, Hants SP6 1LX

Inspection date:

3 August 2022

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous inspection

Inadequate

What is it like to attend this early years setting?

The provision requires improvement

Children develop positive relationships with staff, who are kind and caring. Babies benefit from staff following care routines mirrored from home, to help them settle. For instance, staff cuddle babies as they fall asleep and sensitively reassure those who are unsettled. Overall, children behave well. They understand the rules within the nursery, including how to share and take turns with their friends. When children need more help with their behaviour, staff respond quickly to defuse conflict. Children are learning the importance of respecting and valuing the differing needs of their friends.

Children are cared for in a safe environment. However, weakness in the hygiene routines have not been fully addressed. Children use some daily activities to promote their physical well-being. For instance, they wash their hands before they eat. However, children do not learn about activities that promote good hygiene. For instance, older children put toys in their mouths and spit them into bowls. As staff are not deployed well enough within the room, they fail to notice this. This presents a risk to children's health.

Children generally have fun playing with the age-appropriate toys they independently access. Babies explore sand as they push along toy diggers. Toddlers play outside, using a variety of equipment that enhances their large-muscle skills, such as when they push themselves along on ride-in cars. However, learning is inconsistent throughout the nursery. Older children do not benefit from meaningful learning during parts of the day. Children say they are bored. At times, learning is incidental. Some children, including those in receipt of additional funding and those who speak English as an additional language, make good progress from their starting points. However, not all children are supported to make the progress they are capable of.

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

- Changes to the staff team has had an impact in the nursery. The provider does not offer consistent support for the manager to fulfil her role. The manager often takes roles within the rooms to cover for staff absences. At times, this prevents her from supporting her staff. That said, the manager has a clear vision of what she wants children to learn. However, she is unable to put this into action. Consequently, some weaknesses identified at the last inspection have not been addressed. Hygiene routines are not good enough, particularly for older children.
- The provider does not support the manager well enough. Although supervision

and support is offered, this is not fully effective. The manager has made changes to the recruitment of staff to ensure their suitability to work at the setting. However, she is not able to implement the supervision, coaching and mentoring that some staff, including those who are newer to their role, need. Consequently, not all staff are supported to enable them to provide consistently good learning experiences for all children.

- Despite there being sufficient staff in the nursery, they are not consistently deployed to meet the needs of all children. Staff who work with babies fulfil care needs well. However, where babies need more help to settle, additional staff are not deployed to engage with older babies to increase their enjoyment and learning. Similarly, staff who work with pre-school children do not consistently capture opportunities to build and extend children's learning. At times, older children are bored and unmotivated. That said, toddlers benefit from staff focusing their teaching on developing their skills. For example, as they build towers, two-year-olds confidently balance and count the bricks they add, as staff model new language well.
- Children benefit from opportunities to be independent. Toddlers take pride in putting on their bibs in readiness for lunch. They learn how to feed themselves as they scoop foods onto their spoons and carefully move this to their mouth. Older children collect plates from their friends and proudly carry these to the chef when they finish their meals. Staff encourage and praise children's independence to build on these skills in preparation for school.
- Staff work with parents to gain a range of information to know about children's care needs, their likes and interests. For children who speak English as an additional language and those in receipt of additional funding, this successfully promotes consistency in care and learning. For instance, staff gain and use key words in children's home language. They share children's daily activities and overall progress with parents regularly. They offer suggestions for how learning can be supported at home. Parents comment on how this has been successful for supporting younger children's speaking skills.

Safeguarding

The arrangements for safeguarding are effective.

The provider uses robust recruitment processes to ensure the suitability of staff for their roles. Staff have a suitable knowledge and understanding of child protection and wider safeguarding issues. Staff know what to do and who to contact should they have any concerns about a child or a colleague's behaviour towards children. Staff show children respect. For example, they give older children an explanation about why they need to change their tops because they are wet from water play and talk to babies as they change their nappies.

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
enable opportunities for the manager to monitor the performance of staff and offer coaching and development to help raise the overall quality of education to a consistently good level	05/09/2022
improve staff supervision to provide targeted coaching, mentoring and training to improve the quality of teaching and to support staff in how to challenge and interact with children during activities to provide good-quality learning experiences	05/09/2022
review and manage staff deployment effectively to meet the learning needs of children more consistently	26/08/2022
support staff to implement effective hygiene procedures and teach children why these are important.	12/08/2022

Setting details

Unique reference number	EY480309
Local authority	Hampshire
Inspection number	10230905
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	0 to 4
Total number of places	80
Number of children on roll	115
Name of registered person	Fordingbridge Day Nursery Limited
Registered person unique reference number	RP533874
Telephone number	01425 656060
Date of previous inspection	10 February 2022

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 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 17 staff, including the chef. One staff member has qualified teacher status, two hold degrees in early years, one holds a level 4 qualification and seven staff are qualified to level 3.

Information about this inspection

Inspector

Tara Naylor

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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- The inspector spoke to the children to find out about their time at the setting.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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