

Inspection of Netanya Nature Pre-School

The Phoebe Centre, Gloucester Road, Bournemouth, Hampshire BH7 6JB

Inspection date: 8 September 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

Children arrive happily and are warmly greeted by staff. They confidently follow the arrival routines of the setting. For example, they hang up their coats, store their bags and wash their hands. Children behave well. They learn to manage their feelings and about the impact of their behaviour on others. Staff praise children for sharing and explain the positive effects of kindness on others. Children play cooperatively and take turns. They are polite and say please, thank you and sorry without being prompted. Staff create an ethos of mutual respect and kindness in which children thrive. Children are happy, safe and secure.

Staff engage children in high-quality interactions which develop their communication and language skills. Children use language well. For example, a young child explains: 'put my snail away on the top layer'. Children are motivated to learn. They follow instructions to make play dough with excitement and focus. Staff have high expectations for all children. They carefully organise the provision to ensure all children make good progress from their starting points. Children concentrate for long periods of time. They focus intently as they pour water from bottles into tea pots and then into cup cases. Children's independence is nurtured in preparation for school. They serve their own snacks and drinks and put on their own waterproofs and boots.

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

- The manager has a clear vision for the curriculum, which focuses on empowering children and building independence, preparing children for school and promoting their social and emotional development.
- Staff track children's progress carefully. They quickly pinpoint any gaps in learning and take steps to close them. This ensures all children make good progress from their starting points.
- Staff use lunch and snack times as an opportunity to develop children's social and communication skills. They encourage children to share their thoughts and ideas to build self-esteem.
- Staff teach children the skills they need for their future lives. For example, they go shopping to buy the items needed to make a pizza. This helps them develop their communication skills as well as their understanding of money.
- Children manipulate play dough, pour water and make marks with pencils. These activities help build children's muscles for early writing and nurture their creativity.
- Parents are happy with the care and education their children receive. They feel well informed and say their children are happy and are making good progress
- The special educational needs and/or disabilities coordinator is passionate and knowledgeable about her role. She is vigilant to any signs that a child might

need additional support and works closely with other professionals to put appropriate measures in place.

- Systems are in place to keep children safe online when using pre-school devices, and staff share information with parents about how to keep children safe online at home. However, children would benefit from more opportunities to learn to identify for themselves when they might be at risk online and where to go to for support, if needed.
- Staff are inclusive and support children to understand their similarities and differences. They sing the 'welcome song' in three languages to value all the languages of the children who attend.
- Children learn about healthy eating and the benefits of particular foods. For example, staff talk to children about dairy products containing calcium and tell them this 'helps keep their bones strong'.
- Staff encourage children to tune into sounds of the environment, such as the wind in the trees and vehicles passing by. This helps children develop their listening skills and prepares them for early phonics learning.
- Children are active and enjoy physical play, both inside and outside, and trips to open spaces and parks. This helps keep them fit and healthy.
- Staff ensure early mathematics is included in all children's daily routines. For example, they encourage children to count the number of children present and to recognise the numbers on the wall which indicate how many children can safely play in each area.
- The nursery has strong links with local schools and helps prepare children and their parents well for the transition. Staff meet with parents to explain the application process and take children to visit schools to help them get to know the new environment.
- Staff worked very closely with families during the lockdown due to the COVID-19 pandemic restrictions. They recorded activities and stories for children and made regular phone calls to offer support and guidance.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a thorough knowledge and understanding of how to keep children safe. This includes how and where to report any concerns that a child might be at risk of abuse. The designated safeguarding lead works closely and proactively with external agencies and makes timely and appropriate referrals. Staff signpost and guide parents when additional support was needed. Safer recruitment procedures are in place, which includes regular checks to ensure staff remain suitable to work with children. Staff undertake daily risk assessments to ensure the environment is safe and secure.

What does the setting need to do to improve?

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

- further extend opportunities for children to learn how to keep themselves safe online, both at pre-school and at home

Setting details

Unique reference number	EY561623
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10190992
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	20
Number of children on roll	10
Name of registered person	Bunn, Hayley Emma
Registered person unique reference number	RP537863
Telephone number	07831530216
Date of previous inspection	Not applicable

Information about this early years setting

Netanya Nature Pre-School registered in 2016. It is located in Boscombe, Bournemouth, Dorset. The pre-school opens during term time, Monday to Thursday, from 9am to 3pm. Three members of staff, including the manager, work with children. All staff hold a relevant level 3 qualification in early years.

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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The inspector observed the quality of education being provided, both indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector viewed the provision and discussed the safety and suitability of the premises with the manager.
- 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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