

Inspection of Redhill Day Nursery

200 East Howe Lane, Northbourne, Bournemouth, Dorset BH10 5JQ

Inspection date: 28 October 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

Staff are smiley and welcoming as children arrive in the morning. Children are keen to share their news as they come into the nursery, and they settle in well. Parents comment that staff are nurturing, and families feel that their children are safe and well cared for. Babies explore the world by immersing themselves in messy play, such as using their fingers to investigate the inside of a pumpkin. Toddlers start to learn to take turns and become more sociable as they laugh with friends while singing along to familiar rhymes. Older children are learning to be independent and getting ready for the next stage in their education. For example, staff support children to recognise their own name when they register themselves in the morning. Staff manage transitions between rooms according to the needs of the child so that children can move on at their own pace.

Staff monitor children's progress well, including those with special educational needs and/or disabilities (SEND). They know what children can do and how they can help them to achieve their next steps. Children have room to move around safely and enjoy engaging in many interesting activities which staff have set up in different play areas. Children are able to make independent choices about their play as staff have stored resources within easy reach.

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

- Staff have high expectations for children's behaviour. Children are beginning to learn to say 'please', 'thank you' and 'excuse me'. Children learn in a well-sequenced way and staff check on children's understanding and recall before moving on. For example, during circle time, staff ask children which month comes after September and children excitedly respond 'October!'
- Staff are sensitive and caring towards the children. They recognise when children require extra support and attend to their needs with care and concern. Staff support children with SEND well and they are persistent in their liaison with professionals. All children progress well as staff address any gaps in learning and take action to ensure that children meet their developmental milestones. Parents say that they are well supported and value the advice and guidance that staff give them, such as when to start potty training their children.
- Children enjoy different activities set up by knowledgeable staff, and children are motivated to learn as they play. However, sometimes, staff do not extend teaching as they do not plan group activities well enough to challenge all children to a sufficient level. Children do not have the opportunity to learn as much as they could in some sessions, such as developing their early literacy skills.
- Children listen attentively to stories and join in when staff ask them to copy their actions. Staff ask questions about the story and children participate eagerly as

they want to know what happens next. They are developing a keen interest in books. However, staff are not always deployed efficiently, and some children have to repeat themselves to make themselves heard.

- Using a mirror, children look at their faces and draw self-portraits. They are beginning to understand what makes them unique, such as when they say, 'My nose looks like a sausage.' A world map displaying photos of family members and their home languages encourages children to talk about the world around them.
- Children are learning the language of emotion as staff talk to them about characters in a book and how they might feel. Staff prompt discussion so children feel comfortable talking about feelings. Staff model language well and babies begin to learn to talk and use new words.
- The manager has an ambitious vision for all children, including those with SEND. The manager can recognise their own strengths and weaknesses in practice. Working with staff, the manager puts plans in place to address weaknesses. Staff say that they feel well supported. They take advantage of the online learning provided and the information shared in regular staff meetings.
- At snack time, staff promote healthy choices as they talk about different types of fruit with the children. Children cut up their fruit independently with adult support nearby, if needed. Children enjoy the challenge and when they are successful, they say, 'I can do it!'

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff have access to safeguarding training and keep their knowledge up to date. Staff can identify signs and symptoms of all forms of abuse and know who they should alert if they have concerns about a child's welfare. Regular staff meetings prompt safeguarding discussions so that the manager can monitor any concerns and ensure that staff are acting on them. The manager follows strict vetting procedures when recruiting staff so that all staff are suitable to work with children. New staff receive a thorough induction to ensure that they are familiar with the nursery's safeguarding policies and procedures.

What does the setting need to do to improve?

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

- plan group activities to enable all children to be sufficiently challenged and provide them with opportunities to extend their early literacy skills
- deploy staff more efficiently to enable all children to participate fully and be heard during group activities.

Setting details

Unique reference number	EY402156
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10235364
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	44
Number of children on roll	81
Name of registered person	Ringwood Day Nursery Ltd
Registered person unique reference number	RP525159
Telephone number	01202 5777 88
Date of previous inspection	22 February 2017

Information about this early years setting

Redhill Day Nursery registered in 2010. It is privately owned and is one of three nurseries managed by the same group. The nursery operates from premises in the Northbourne area of Bournemouth. The nursery is open from Monday to Friday for 51 weeks of the year. Sessions are from 7.45am to 6pm. The nursery provides funded early years education for two-, three- and four-year-old children. The nursery employs 16 members of staff to work directly with the children, most of whom hold early years qualifications at level 3. One member of staff holds an early years qualification at level 4.

Information about this inspection

Inspector

Fiona Whitwell

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.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual about the leadership and management of the nursery.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector and the manager carried out a joint observation of an activity involving personal, social and emotional elements.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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