

Inspection of Burton Day Nursery Ltd

131 Salisbury Road, Burton, Christchurch, Dorset BH23 7JN

Inspection date: 22 November 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 settle quickly here, as staff know families and their routines well. Parents feel supported by staff and are happy to drop children off at the door. Children feel safe as they come in and look for their friends.

Babies enjoy exploring their environment, which staff have sensitively arranged. For example, there are ramps of different heights to encourage babies to stand, crawl and balance to develop their core strength. They play peek a boo with staff as they develop socially.

Toddlers enjoy experimenting with play dough, twigs and leaves. They hold up their creations to their friends and say 'I've made a triangle' as they bend a twig into shape. Staff encourage children to 'have a go' and to keep trying, even when they don't get it right first time. For example, staff model how to roll the play dough into different shapes if children struggle.

Staff support older children to become more independent, so they are ready for their next stage in education. Staff have high expectations of all children including those with special educational needs and/or disabilities (SEND). Staff monitor each child's progress and put in extra steps if a child is not developing as expected.

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

- The manager has a clear vision for the nursery and its development. Staff feel well supported, and know that they can approach the management team for anything they need. They take advantage of the online training that is offered to enhance their professional development.
- Relationships between staff and children are supportive and caring. For example, staff provide children with reassuring cuddles and comfort when they become tired. Children understand what is expected of them and behave well. However staff do not always consistently support children to learn how their actions may have an impact on others
- Staff respect children and ask for consent before changing their nappies or wiping their faces. This helps to build children's self-esteem. Staff ensure that children learn how to keep healthy. For example, staff lead a discussion about the benefits of eating vegetables, and children volunteer their favourites vocally in the group. Staff plan opportunities for children to play outside and be physically active. Children learn how to keep their teeth healthy and why it is important.
- Staff arrange inviting activities, and children stay engaged in their play for long periods. Toddlers enjoy the sensory feel of shaving foam in messy play. Staff provide small vehicles for the children to make marks in the foam, as they push

and pull cars and trucks round and round. This supports children to build strong hand muscles. Babies enjoy water play and staff model washing a doll with a cloth. Babies watch staff intently and then copy the actions and wipe the dolls. This helps them to learn about everyday routines.

- The setting provides a curriculum that builds on what children already know and can do. Older children have more opportunities for independence as they have access the bathroom themselves in their room, if they feel comfortable. This helps to prepare children for the next stages in their learning journeys.
- The special educational needs coordinator is committed to ensuring all children can access the curriculum and benefit from it. She implements detailed plans which she reviews regularly, to help close any gaps in children's development. She shares these with parents who appreciate the reassurance she gives them. When appropriate, she liaises with outside agencies for advice to inform her practice.
- Staff provide cosy and appealing reading areas, where children handle books with care. Children of all ages enjoy looking at books and listen with interest as staff read stories in an expressive way. Staff support children to learn new words. They take time to model saying words by breaking them down into manageable syllables. Children do not feel rushed, and are able to repeat the word back until they get it right.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff have access to safeguarding training and that they keep their knowledge up to date. Staff can identify signs and symptoms of all forms of abuse, and who they should alert if they have concerns for a child's welfare. Regular staff meetings prompt safeguarding discussions so any concerns are monitored and acted upon. 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 they are familiar with the nursery's safeguarding policies and procedures. The manager monitors accident reporting to minimise further occurrences; this helps to keep children safe.

What does the setting need to do to improve?

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

- improve staff strategies to support children to understand how their behaviour can impact on others.

Setting details

Unique reference number	EY100752
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10234605
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 3
Total number of places	55
Number of children on roll	80
Name of registered person	Burton Day Nursery Limited
Registered person unique reference number	RP904212
Telephone number	01202 490506
Date of previous inspection	15 December 2016

Information about this early years setting

Burton Day Nursery registered in 2002. It operates in Burton, on the outskirts of Christchurch, Dorset. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery is open Monday to Friday, from 8am until 6pm, for 51 weeks of the year. A team of 20 staff work with the children. Of these, one holds an early years qualification at level 5, one holds a qualification at level 4, nine hold a qualification at level 3 and three are qualified at level 2.

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 setting.
- The manager and inspector completed 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 special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the interactions between staff and children.
- The inspector carried out a joint observation of a group activity with the manager.
- Parents shared their views of the setting with the inspector.
- 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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