

Inspection of Bookworms Nursery

Farnborough College of Technology, Boundary Road, Farnborough, Hampshire
GU14 6SB

Inspection date: 29 November 2022

Overall effectiveness	Good
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The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Inadequate

What is it like to attend this early years setting?

The provision is good

Children are very happy and settled. They form close relationships with staff, who fully value and embrace their individual achievements and progress. Children are supported well to understand and manage their emotions. They talk openly and confidently about different feelings they experience. Children behave well. They share, take turns and learn to deal with any frustrations they face during their play.

Children are enthusiastic and active learners. They are extremely interested in numbers. During group activities, they eagerly count in numerical order and tell staff which numbers are less, or more, than a given number. They recognise numbers they see in books and learn about size, as they talk about the gingerbread men in a story.

During the inspection, children learned and used words, such as 'star anise, cinnamon' and 'peppercorns', when they explored and smelt different spices associated with Christmas. Older children's literacy skills were successfully challenged when they decided to use the cinnamon sticks to create the letters in their name.

Children develop a good understanding of the world. For example, they were fascinated when they recently watched a truck driver using hydraulic lifting equipment to deliver large bags of stones for the refurbishment of the nursery garden.

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

- Since the last inspection, senior staff within the college have provided regular coaching and support for all staff. This has been instrumental in helping staff to meet the actions and recommendations raised at the last inspection. Managers now regularly monitor and advise staff on their practice. This has enabled staff to make significant improvements to children's care and learning, to raise the overall quality of the provision to a good level.
- Staff form positive relationships with the children. They support older children to develop good friendships. However, sometimes, staff do not consider ways to include the younger children in activities to further develop their social skills.
- Staff use knowledge gained from training to continually improve the organisation of the learning environment and provide an ambitious curriculum. They have created additional space for construction activities and combined resources for children to use in different ways. For instance, books, foam bricks, straw and twigs, which have inspired children to use their imagination and re-tell stories, such as 'The Three Little Pigs'.

- Staff focus strongly on supporting children to learn and use a wide range of vocabulary, including children who speak English as an additional language. They make up songs using the word 'hello' in different languages, which children learn and sing with great confidence. Children make posters with photographs of themselves, their families and print in their home languages. Children feel valued as they proudly explain the meaning of the print.
- Staff support children to develop the skills they need for the future. They inspire children's great interest in books. They create books using photographs of past activities and add comments of what children said during the activities. Children often choose to look at these books, develop the confidence to talk about their own experiences and learn that words have meaning.
- Staff focus strongly on supporting children's emotional needs. They read stories that support children's understanding of behaviour, feelings and how to express them, such as 'The Colour Monster'. Children wear different coloured superhero capes that are related to the story and confidently say that wearing a green cape means they are calm.
- Staff have significantly improved children's independence. Children volunteer to be a 'special helper' and know what this involves, saying that they help other children find their shoes. Children wash their hands, serve themselves fresh fruit and pour drinks of milk at snack time.
- Staff work well in partnership with parents to reduce any gaps in children's learning and development and meet their individual needs. As a result of the COVID-19 pandemic restrictions, staff have worked hard to involve parents in the nursery. Parents have recently been invited to attend a 'pop in day', to see their children's work and get involved in activities.

Safeguarding

The arrangements for safeguarding are effective.

Since the last inspection, all staff have completed safeguarding training, including those who hold designated safeguarding lead responsibilities. This has successfully improved their understanding of safeguarding policies and procedures. Staff know how to recognise and respond to any concerns about a child's welfare and safety, and the procedures to follow for making referrals. They risk assess the premises and activities to reduce hazards and keep children safe. Staff consistently make sure that doors within the children's play areas, that lead into the college and the car park, are kept locked at all times. They supervise children well, including times when they walk to the nearby outdoor play area.

What does the setting need to do to improve?

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

- consider ways to include younger children in activities to further develop their

social skills.

Setting details

Unique reference number	154373
Local authority	Hampshire
Inspection number	10246238
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	46
Number of children on roll	25
Name of registered person	Farnborough College of Technology
Registered person unique reference number	RP903516
Telephone number	01252 407080
Date of previous inspection	8 June 2022

Information about this early years setting

Bookworms Nursery registered in 2001. It operates from Farnborough College of Technology, in Farnborough, Hampshire. The nursery is open Monday to Thursday from 8am to 5.30pm, and Friday from 8am to 4.30pm, during term time only. The nursery receives funding for the provision of free early education for children aged two, three and four years. The provider employs four members of staff, all of whom hold relevant early years qualifications at level 2 and 3.

Information about this inspection

Inspector

Cathy Greenwood

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 manager and the inspector completed a learning walk and a joint observation together.
- The inspector talked with children, staff and managers at appropriate times during the inspection.
- The inspector observed children taking part in indoor and outdoor activities.
- The inspector talked with a number of parents to gain their views about their children's care and learning.

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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