

# Inspection of Bibury Day Nursery

Off Fortescue Road, Parkstone, Poole, Dorset BH12 2LH

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Inspection date: 9 December 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 get to know families and their routines well. Parents feel supported by staff and are happy to drop children off at the door. Children demonstrate that they feel happy and secure as they greet staff and friends confidently as they arrive.

Babies play happily in their spacious room where well-trained staff support them. Staff model language well as they show babies the contents of a sensory treasure basket, such as wooden and fabric animals with bells. They count them out one by one until there are 'no more'. Babies explore the toy animals by squeezing and shaking them and repeat back 'more' as they gaze into the adults' eyes.

Older children engage for some time with activities which staff base on the children's interests. For example, the children enjoy role play, so staff provide different costumes so children can pretend to be princesses or dragons. As children appear in character, staff react with excitement and praise, which helps to support the development of the children's imaginations.

Staff have high expectations for all children, including those with special educational needs and/or disabilities (SEND). They monitor children's progress well and identify when some children need extra support. All children progress well. Parents comment that they receive good communication from staff, who have time to listen.

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

- The manager has planned an interesting and varied curriculum. Children learn in a well-sequenced way and staff check on children's understanding and recall. For example, staff show children how to make a snip in sticky tape in order to rip a piece off the roll. Children copy this technique to show that they have learned it.
- Children benefit from meaningful learning across all areas of learning. Staff skilfully use early mathematical language, such as 'tallest' and 'smallest', when building a brick tower with children. The children are engaged and take turns and their excitement increases as the tower starts to wobble. They use their imagination to test what might happen if the bricks fall and say, 'We might wake the babies!'
- Babies enjoy singing and join in with actions. They bang instruments and explore making different sounds. They crawl around and explore the soft play, supported by knowledgeable staff. Babies show that they are developing physical skills.
- Older children show that they are developing strong finger muscles as they use

scissors at the construction table. Staff support children to problem-solve. For example, children want to make long 'tails' from foam tubing and staff help them to discover solutions to attaching the tails to their clothes.

- Outside, children develop balance and spatial awareness through group games and exercises. For example, they delight in taking turns to be 'Mr Wolf' as they excitedly play 'What's the time Mr Wolf?'.
- Children learn about hygiene, and they know that they must wash their hands before meals. However, staff do not promote independence in children's self-care, such as encouraging children to cover their mouths when they cough to prevent the spread of germs.
- The manager has a strong vision for the nursery and implements yearly improvements and development plans. She has introduced regular meetings for parents and staff to share information about the children. Parents can share any early concerns with key staff, and they are grateful for the peace of mind this gives them.
- Staff are supporting children to develop an awareness of right and wrong. Children help staff to write the nursery rules so there are clear boundaries in place, such as taking turns. Most children behave well. However, some children do not recognise or comply with expected rules and find it difficult to understand that their actions may affect others.
- The manager oversees staff planning to ensure that all children receive the appropriate support. For example, she provides additional staffing support for children with SEND to access learning activities.
- Staff comment that they feel well supported by the manager, who is concerned that they have a healthy work-life balance. They have regular supervision meetings with the manager, who encourages their professional development.

## Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff have access to safeguarding training and that staff 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 the reporting of accidents to minimise further occurrences and 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:**

- support children to be more independent with self-care routines
- build on strategies in place to help children understand how their actions may affect others and learn to manage their own behaviours.

## Setting details

<b>Unique reference number</b>	EY252915
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10234699
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	30
<b>Number of children on roll</b>	38
<b>Name of registered person</b>	Barker, Susan Mary
<b>Registered person unique reference number</b>	RP513918
<b>Telephone number</b>	01202 737393
<b>Date of previous inspection</b>	5 January 2017

## Information about this early years setting

Bibury Day Nursery registered in 2003. It is a privately owned nursery and is situated in Parkstone, Dorset. The nursery is in receipt of funding for early years education for children aged two, three and four years. It also offers after-school and holiday care when space allows. The nursery is open Monday to Friday, from 7.30am to 6pm, for 51 weeks of the year. There are 11 members of staff. Of these, one holds qualified teacher status, four hold a qualification at level 3, and two hold a qualification at level 2. The nursery also employs a cook.

## Information about this inspection

### Inspector

Fiona Whitwell

## 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 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 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 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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