

# Inspection of Ferndown Day Nursery

501 Ringwood Road, Ferndown BH22 9BG

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Inspection date:

30 November 2022

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Not applicable

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

The quality of education is variable. Staff deployment is not effective and as a result children do not always benefit from enough adult interaction. This means babies' language development is not fully supported. The environment for babies is in the process of being reorganised. Currently, in one area of the baby room, there are limited toys and activities for children. This results in them playing with unsuitable equipment, such as cupboard locks and high chairs. Babies do not get the rest they need due to other children playing next to their cots. Despite this, children are generally happy and settled and have strong bonds with staff.

Older children are independent and explore confidently. They demonstrate motivation to learn and concentrate for long periods. For example, they hold shapes up to pictures on the wall one by one, to identify them. Staff working with older children support them to build on what they already know and can do. Staff plan activities for babies but, at times, these are not well structured and children lose interest. For example, some children cannot reach the resources and wander off.

Behaviour is generally good. Staff comfort children when needed but do not always validate their feelings to support them to manage their own emotions. For example, staff say, 'you're okay,' without asking if they are. Children have opportunities to listen to stories and join in with songs to help develop their language. Babies enjoy sensory experiences to develop their creativity and encourage them to explore. For example, they make marks with paint.

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

- Staff working with babies do not deploy themselves well. At times, all staff are busy attending to children's care routines and are unable to support other children. The manager is sometimes available to help but, at other times, staff are unable to meet the needs of the children. As a result, some children become frustrated due to the lack of adult interaction. For example, children pour oat flakes and drop paper towels on the floor. Staff do not notice this immediately, but when they do, they tidy these items up to prevent a slipping hazard.
- When staff are busy changing nappies, rocking babies and bottle feeding, other babies sometimes entertain themselves by playing with inappropriate items, such as cupboard locks, high chairs, cots and gates. This does not support their development and disturbs sleeping babies.
- Staff working with older children support them to develop their vocabulary. For example, they learn words for more unusual shapes such as 'octagon'. Staff working with babies encourage them to look at mirrors and point to parts of their faces to help develop their language. However, staff do not consistently

help all children to understand and express their feelings, to support their communication and emotional development.

- Children explore the local community to learn about the world around them. They enjoy trips to the library and the park to widen their experiences.
- Staff working with older children teach them the basic concepts of mathematics in a creative way to help prepare them for school. Children have strong skills in this area, including counting, shape and size recognition. For example, children talk about objects being 'bigger' and 'smaller'.
- Older children play cooperatively. For example, they take turns when playing together in the role-play area and during group activities. This helps them develop their social skills and form friendships.
- Children who speak English as an additional language are well supported. Staff use words and numbers from children's home languages to help them feel a sense of belonging.
- The special educational needs and disabilities coordinator works closely with external agencies, other early years settings and parents. This helps ensure that children with special educational needs and/or disabilities make good progress.
- Parents report that they feel well informed about their children's progress. They say that the nursery is 'homely' and that staff are kind and caring.
- Settling-in sessions are flexible to meet the needs of individual children, to help them to transition to the nursery effectively. The manager recognises that some children need more support to settle in due to the impact of the COVID-19 pandemic on children's social skills.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the signs and symptoms that might indicate that a child is at risk of abuse. They know how and where to report concerns about children and potential allegations made against a member of staff. The designated safeguarding lead works effectively with parents and external safeguarding agencies to keep children safe. Accidents are recorded appropriately. The manager follows safer recruitment practices to ensure staff are able to fulfil their roles and responsibilities. Processes are in place to check their ongoing suitability to work with children.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
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improve the environment and deployment of staff in the baby room, to ensure that children's care and learning needs are fully met	23/12/2022
improve the sleeping arrangements for babies to ensure they can rest without disturbance	23/12/2022
train staff working with babies to improve their interactions with children, to support their emotional and language development.	23/12/2022

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

- ensure staff consistently validate children's feelings to promote their emotional development.

## Setting details

<b>Unique reference number</b>	2660806
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10262703
<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>	53
<b>Number of children on roll</b>	58
<b>Name of registered person</b>	Ferndown Pre-School Ltd
<b>Registered person unique reference number</b>	RP906403
<b>Telephone number</b>	01202 855839
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Ferndown Day Nursery registered in 2021. It is situated in Ferndown, Dorset. The nursery is open every weekday, from 7.30am to 6pm, all year round. The nursery receives funding to provide free early education for children aged two, three and four years. The nursery employs eight members of staff. Of these, six hold relevant early years qualifications to level 3 or above and two are unqualified.

## 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.
- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- The manager and the 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 talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspectors observed the interactions between staff and children.
- The inspectors 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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