

# Inspection of Little Pines Day Nursery

31 Kings Park Road, Bournemouth, Dorset BH7 7AE

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Inspection date: 11 January 2023

<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

The manager and staff create an atmosphere that is welcoming and inclusive. Children feel safe at the nursery. They arrive happy to start their day. Older children enjoy taking part in daily registration. They create a registration tower with blocks labelled with their names. They count the blocks as they build. This creates a visual representation of the number of children present. This regular revisiting of learning helps children develop a good understanding of number. Younger children enjoy routinely exploring a song box. Staff work together to encourage children to choose props from the box and join in with action songs. This helps children build their attention and develop good turn-taking skills.

The manager and staff have high expectations for every child at the nursery. They provide meaningful and sequenced learning for all children. Staff take children out into the community to look for shapes in the environment. Staff use their passion and enthusiasm for teaching to capture children's attention. Children have fun experimenting with making shapes with their bodies. They demonstrate what they have learned about shapes. Staff join in fully and share these learning experiences. The nursery is full of laughter and fun. Children are engaged and have positive attitudes to their learning. Overall, children make good progress in their development.

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

- Partnership with parents and carers is a strength of the nursery. Staff keep parents well informed about their children's day. The manager provides advice on a range of topics for parents, such as nutritious food for lunch boxes and toilet training. The manager organises events, such as family picnics. Parents report feeling connected, informed and supported. Some parents describe the nursery as 'an extension of their own family'.
- The manager has high expectations of behaviour. Staff are clear and consistent with boundaries. They use stickers, praise and a kindness trophy to reward children. Children are kind and respectful towards one another. They respond promptly to staff instructions, show self-regulation and demonstrate good behaviour.
- Staff build good relationships with children and their families. They make good use of settling-in sessions. Staff support children's emotional needs through reassurance and hugs. They are sensitive and responsive to children. Children feel secure and they confidently talked to the inspector.
- Staff have a good understanding of learning and development. They assess what children understand through observations and effective questioning. They help children build on what they already know and can do. Staff introduce new ideas, concepts and vocabulary. They plan group discussions linked to children's

interests. They encourage children to share ideas and experiences. Children have great opportunities to develop their active listening and thinking skills. These skills help prepare them for their next stage in learning and their move on to school.

- The manager recognises the importance of books in supporting children's learning. She operates a book lending scheme. Books are sent home with children to share with their families. Staff consistently read books with children. They make stories exciting by using funny voices, encouraging a love of books among children.
- Staff plan regular group activities. Children are challenged to build bridges with wooden blocks, after reading a story about a troll and a bridge. They work together to line up the blocks and then act out the story. This teaches children how to work with others to reach a goal.
- The manager values her staff. She is flexible and understanding of their needs. The manager and staff support and welcome newer members to the team. They are good role models and create a good atmosphere for the children.
- The manager and staff do not consistently support those children who are learning English as an additional language to hear and use their language in the nursery. With languages that they find hard to pronounce, the manager and staff have not considered a range of strategies to ensure that the children are supported fully.
- The manager and staff do not reflect effectively enough on all areas of practice. Staff interact well with children and are skilled at extending their learning. However, they do not consistently make the best use of the environment and resources to help them deliver an ambitious curriculum and enhance children's learning. For example, they do not ensure that resources are always easily accessible, which reduces the opportunity for children to explore independently.

## Safeguarding

The arrangements for safeguarding are effective.

Staff demonstrate a good knowledge of safeguarding. They know the signs of abuse and neglect. They are aware of who to contact if they have concerns about a child's safety or a member of staff. The manager carefully follows a recruitment process. She ensures staff are up to date with safeguarding training. Staff show a good understanding of safeguarding issues, such as the 'Prevent' duty. They know the importance of regular communication and keeping records. Children are well supervised, and staff complete daily risk assessments. The nursery is secure. Effective security provisions prevent any unauthorised visitors from entering the nursery.

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

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

- provide more consistent support for children who are learning English as an additional language to hear and use their home language in order to develop their overall communication skills
- improve reflection on the quality of the provision to ensure that staff make best use of the environment and resources to deliver an ambitious curriculum and enhance children's learning.

## Setting details

<b>Unique reference number</b>	100474
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10263520
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 5
<b>Total number of places</b>	25
<b>Number of children on roll</b>	24
<b>Name of registered person</b>	Little Pines day Nursery Limited
<b>Registered person unique reference number</b>	RP906081
<b>Telephone number</b>	01202 301111
<b>Date of previous inspection</b>	4 May 2017

## Information about this early years setting

Little Pines Day Nursery registered in 2000. It is located in Boscombe, close to Bournemouth in Dorset. The nursery is open each weekday, from 8.30am to 5.45pm, for 51 weeks of the year. A team of 10 staff work with the children. Of these, five, including the owner, hold qualifications at level 6, one holds a qualification at level 4 and three hold qualifications at level 3. The nursery receives funding to provide free early education to children aged three and four years.

## Information about this inspection

### Inspector

Catherine Parker-Johns

## 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 inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of a group activity with the manager.
- The inspector 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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