

Inspection of Bournemouth Day Nursery - Talbot Woods

80 Wimborne Road, BOURNEMOUTH BH3 7AS

Inspection date: 26 January 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Outstanding

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision is good

Children arrive confidently and are greeted by warm, friendly staff. Children build strong bonds with staff and other children. They are polite and kind to each other and happily share resources. Children's behaviour is exemplary. They play cooperatively and work together to solve problems. For example, older children make play dough 'biscuits' for other children to sell in their 'café'. Children demonstrate a keen motivation to learn and approach activities planned by staff with enthusiasm. For example, toddlers excitedly remove toys frozen in ice with a hammer. Younger children giggle with delight as they join in at song time.

Children develop their learning through high-quality interactions with staff. For example, a child says, 'Oh no, I think the café is on fire, but don't worry, I'm a fireman!' Staff use this as an opportunity to teach children about how to call for help in an emergency. Children sing songs and enjoy musical games to develop their vocabulary and coordination. They get plenty of fresh air and exercise to help keep them fit and healthy. Children run around in the garden, balance on tree stumps and learn about the world around them. For example, they enjoy treasure hunts in the garden.

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

- The curriculum is well planned and implemented. Staff have high expectations for all children and ensure they make good progress through robust planning and assessment.
- Staff use successful strategies to help children to manage transitions from one activity to another. For example, they use cue cards to show children what is happening next, to help them feel safe and secure.
- Staff work in partnership with parents to ensure a two-way flow of information. For example, they plan regular open events and parents' evenings. Staff suggest ways parents can support their children's learning at home. This helps to ensure continuity of learning.
- Children develop a love of books. They listen attentively to stories, and older children join in with some of the words and sounds. Children turn the pages in books and retell stories independently. This helps to develop their communication and language skills.
- Staff are well supported through regular appraisals and one-to-one meetings. Managers tailor training to meet the needs of children and the interests of staff. This helps to develop staff practice and ensure good outcomes for children.
- Children enjoy regular trips into the community to learn about the world around them. For example, they learn about the production of food during visits to local shops.
- Children with special educational needs and/or disabilities are well supported by

staff to ensure they make the best possible progress. The special educational needs coordinator makes appropriate referrals to external agencies to help children get the support they need.

- Children learn to be independent in preparation for school. For example, older children attend to their own toileting and wash their own hands. They learn to use cutlery and drink from open cups at mealtimes.
- Children develop their fine-motor skills and develop their muscles in preparation for early writing. For example, they paint the fences outside with water and sprinkle flour onto play dough.
- Children learn early mathematical concepts to help prepare them for the next steps in their education. For example, they use play coins to 'pay' for items during role-play activities. Staff support children to learn to count and recognise shapes and size.
- Staff promote children's early writing skills well. For example, children confidently select clipboards and pens and begin making marks. Staff support children to recognise letters to develop their literacy skills.
- Staff organise small-group activities well. However, at times, during whole-group activities, some children cannot hear staff clearly. As a result, they are unable to fully access the learning. For example, music and background noise is too loud during a dance activity. This means children are unable to hear instructions and miss opportunities to develop their creative expression and physical skills.
- Parents report that they are very happy with the care and learning their children receive. They say staff are friendly and that they feel well informed about their children's development.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a strong understanding of the signs and symptoms that might indicate a child is at risk of abuse. The designated safeguarding lead has a clear oversight of the nursery and shares relevant updates with staff. She works closely with external safeguarding agencies to help keep children safe. Risk assessments are robust and children learn how to manage risks for themselves. For example, they learn about road safety. The nursery is clean and hygienic, and appropriate steps are in place to prevent the spread of infection. The nursery is safe and secure.

What does the setting need to do to improve?

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

- consider the organisation of group activities to ensure staff maximise all learning opportunities.

Setting details

Unique reference number	EY408185
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10272806
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	52
Number of children on roll	88
Name of registered person	Bournemouth Day Nursery Partnership
Registered person unique reference number	RP902268
Telephone number	01202 533 911
Date of previous inspection	9 August 2017

Information about this early years setting

Bournemouth Day Nursery Talbot Woods registered in 2016. It is located in Bournemouth, Dorset. The nursery is open Monday to Friday from 8am to 6pm all year round. It receives funding to provide free early years education for children aged two, three and four years. The nursery employs 20 staff who work directly with children. Of these, 12 hold early years qualifications at level 3 or above, and three hold level 2 qualifications.

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.
- 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, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- 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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