

# Inspection of All Saints Nursery

Church Hall, Western Road, Branksome Park, Poole, Dorset BH13 7BP

---

Inspection date: 10 March 2023

<b>Overall effectiveness</b>	<b>Outstanding</b>
------------------------------	--------------------

---

The quality of education	<b>Outstanding</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Outstanding</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is outstanding**

Children flourish at this setting, which the manager describes as a 'small community'. Children run to the door and press the bell independently. They are eager to find their friends and explore the fascinating activities that staff prepare for them. Children feel safe and happy.

Welcoming staff are nurturing, and children approach them for support and praise, both of which are liberally given. Children feel very loved and secure, and staff build on this confidence to encourage resilience in their learning. Children know what staff expect of them and their behaviour is exemplary. They demonstrate very positive attitudes to learning and listen intently to adults. During a physical activity, children respond eagerly to staff instructions to move their bodies in different ways as they stretch out their muscles.

Staff are highly experienced and are exceptional role models, so children are extremely well behaved and guided by the nursery's golden rules. Children are highly respectful to each other and to staff. They know and enjoy the daily routines and line up politely when it is time to go outside and attend to their own personal hygiene confidently.

The manager and her team have very high expectations for all children, including those with special educational needs and/or disabilities (SEND). Staff give children the best possible start to their education. They use the curriculum and the children's interests to plan enticing activities, which engage the children for long periods to extend their knowledge.

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

- Staff create learning opportunities in every aspect of nursery life. They use a window which overlooks the woods as a way to teach children about the world around them. Staff build on the children's excitement and support them to increase their knowledge of the natural world as they observe squirrels and birds and talk about where they live. 'Birds have nests' the children say.
- Outside, staff have thoughtfully covered all areas of learning in enticing activities. For example, staff have provided tape measures, which children use to see how tall parts of the garden are. Staff support children to read the numbers and talk about different heights. This gives children an excellent start in early mathematical language.
- Staff enrich learning with trips to the local woods. For example, staff bring the story of 'Stickman' to life and encourage children to use their imaginations as they build their own characters using natural resources. Highly knowledgeable staff extend this activity further by encouraging children to explore how the

story could end differently. This supports children with early literacy skills and builds their confidence in problem-solving and sharing ideas with their peers.

- Children are consistently highly engaged for long periods of time with activities which interest them, such as looking at different model insects. They identify grasshoppers and ants and staff encourage them to look at the reference book they have provided if they are unsure of the species. Staff are building children's interest in nature and growing their confidence in independent research skills.
- Staff help children to become respectful adults of tomorrow. Differences are celebrated and discussed openly, and children learn what it is to be unique. For example, staff in the role-play area have provided hair dressing resources, including a book showing different hair types and styles according to cultures.
- Staff go over and above what parents expect from them. The manager and special educational needs coordinator visit local schools and liaise with professionals to understand how to support children moving on. As a result, children are ready and enthusiastic for their reception year as staff have taught them what to expect.
- Extremely well-trained staff know when children have embedded learning and skilfully sequence teaching opportunities. Staff assess and track children's development to ensure that they progress enormously well in all areas of learning. The needs of children who may have SEND are quickly identified, and staff put support in place. Staff engage effectively with parents, professionals and the community to ensure that children who may be falling behind in any aspect of learning benefit from early intervention. Staff regularly review each child's development and can pinpoint where children start to progress and which support worked well.
- Staff well-being is high on the manager's agenda and staff feel cared for and valued. They are enthusiastic and proud of their roles and often enjoy long careers at this nursery. The manager speaks highly of her team, which she values enormously.
- Parents have 'total confidence' in the experienced staff, who they trust implicitly to care for their children. They say that staff give them reassurance and support.

## Safeguarding

The arrangements for safeguarding are effective.

Staff regularly update their safeguarding training. Staff are highly confident in identifying the signs of abuse and neglect, reporting any concerns that they might have without delay. Staff regularly discuss any concerns to ensure that they do not miss any symptoms of abuse. The manager meticulously monitors the premises daily to check for any potential risks. Staff support children to learn about safety, including how to handle tools safely, such as scissors. On outings, staff teach children about road safety to ensure their welfare.

## Setting details

<b>Unique reference number</b>	109547
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10276221
<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>	2 to 4
<b>Total number of places</b>	34
<b>Number of children on roll</b>	48
<b>Name of registered person</b>	Branksome All Saints Mothers Union Nursery Committee
<b>Registered person unique reference number</b>	RP522152
<b>Telephone number</b>	01202 020 440
<b>Date of previous inspection</b>	6 July 2017

## Information about this early years setting

All Saints Nursery is a committee run nursery, which operates from All Saints Church Hall in the Branksome Park area of Poole, in Dorset. The nursery is open on Monday, Wednesday and Friday from 8am to 1pm, and on Tuesdays and Thursdays from 8am to 4pm. The nursery is open term time only. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs seven members of staff, all of whom hold early years qualifications. Six members of staff hold qualifications at level 3 and the manager holds a qualification at level 5.

## 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 special educational needs coordinator spoke to the inspector about how they support children with SEND.
- 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 carried out a joint observation of a group activity with the manager.
- The manager showed the inspector documentation to demonstrate the suitability of staff.
- Parents shared their views of the setting with the inspector.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2023