

# Inspection of Hurly Burly Day Nursery

Petroc, Bolham Road, TIVERTON, Devon EX16 6SH

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Inspection date:

26 April 2023

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## **Overall effectiveness**

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## **Requires improvement**

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

Good

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

### The provision requires improvement

Children are keen to attend, and they leave their parents confidently. Parents take their babies to their playroom, where staff greet them. They settle quickly and are keen to start playing.

Although the manager has a clear understanding of her curriculum and knows what she wants children to learn, she does not monitor staff's delivery during their interactions with children well enough. At times, children do not receive the emotional support and the help they need to make better progress in all aspects of their learning. On occasions, staff are not quick enough to notice when children cry and require comfort and reassurance. Staff provide a variety of resources and activities for children to investigate. However, they do not support and extend children's play as well as they could, especially for those children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language (EAL).

Children behave well and listen to instructions. They follow routines and boundaries and play together with their friends. They are beginning to understand how to share and take turns. For example, children show consideration for each other's needs as one child gives cloths to others to wipe their boards before they make more marks.

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

- The manager focuses her curriculum on the prime areas of learning and on preparing children for school. For example, children wash their own hands before lunch and put on their own coats to go outside. However, she does not provide staff with the support they need to improve how they interact with children and how they meet their individual next steps and learning needs. This includes those children with SEND and EAL. For example, staff do not adapt communication methods to help these children express their needs and make choices.
- Staff are friendly and approachable, and each child has a key person. There are times though when staff across the nursery carry out routine tasks, such as preparing food or wiping tables. During these times, children are not engaged in learning and wander around aimlessly and cry. Children do not receive the emotional support they need to become confident learners.
- Children show an interest in books and stories. Toddlers and older children sit and look at books with their friends. The manager has set up a lending library to provide books for children to take home and share with their families. These opportunities successfully help to support children's early literacy skills.
- Partnerships with parents are good. Staff work closely with parents to find out

about children's interests and starting points when they first start at the nursery. This enables them to provide the babies with consistency in their care routines and provide resources and activities that interest the children.

- Children have regular opportunities to involve themselves in play that supports their physical development. For example, babies use push-along toys and a climbing arch to help with their early walking and climbing. Older children explore the nature garden and the various large equipment to help build their core muscle strength, balance and spatial awareness.
- Older children benefit from the opportunity to practise cleaning their teeth. As part of a routine, children listen to music and learn how to use toothbrushes and toothpaste appropriately. This helps children begin to understand the importance of healthy oral hygiene.
- Managers carry out daily checks of the premises, both indoors and outside, to minimise the risks to children's safety. A warm and cosy sleep room with ambient lighting and soothing music provides a comforting space for babies to sleep. Staff check sleeping babies regularly and use a sleep monitor to help them ensure children sleep safely.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff are fully aware of their duty to protect the children in their care. They can recognise the signs and symptoms of abuse and understand a range of safeguarding matters. Staff are fully aware of the action they must take if they are concerned about the conduct of leaders or another staff member. Staff undertake daily risk assessments to ensure the environment and resources are safe for children. The manager implements sound procedures to ensure all staff are deemed suitable. There is good security so that unwanted visitors cannot gain access.

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

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

|  | Due date   |
|--|------------|
| provide staff with the training, coaching and support they need to improve their interactions and engagement with children so that they receive the emotional support they need to be confident learners | 26/06/2023 |

|   |            |
|---|------------|
| improve staff's delivery of the curriculum to ensure they focus more closely on what each child needs, including those with SEND and EAL. | 26/06/2023 |
|---|------------|

## Setting details

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|--|---|
| <b>Unique reference number</b>                     | EY497859  |
| <b>Local authority</b>                             | Devon   |
| <b>Inspection number</b>                           | 10280469  |
| <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>                      | 72  |
| <b>Number of children on roll</b>                  | 115   |
| <b>Name of registered person</b>                   | Hurly Burly Nurseries Ltd   |
| <b>Registered person unique reference number</b>   | RP901738  |
| <b>Telephone number</b>                            | 01884 251972  |
| <b>Date of previous inspection</b>                 | 18 September 2017   |

## Information about this early years setting

Hurly Burly Day Nursery registered in 2016. It operates from Petroc College in Tiverton, Devon. The nursery is open from 7.30am to 6pm on Monday to Friday, all year round. There are 16 members of staff. Of these, two hold relevant degrees, and the remaining staff hold qualifications at level 2, 3 or 5. The setting receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspectors

Mikaela Jauncey  
Victoria Jones

## 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 inspectors viewed the provision and discussed the safety and suitability of the premises with the manager.
- The manager joined the inspectors on a learning walk and talked to them about her curriculum and what she wants children to learn.
- The inspectors spoke to children and staff during the inspection.
- The special educational needs coordinator spoke to the inspectors about her role.
- The inspectors looked at relevant documents and reviewed evidence of the suitability of staff working with children.
- Parents provided the inspectors with written feedback, and the inspectors considered parents' views.
- The inspectors carried out a joint observation with the manager of an activity designed to promote children's understanding of good dental hygiene and to support their listening.

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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