

# Inspection of Dean Park Day Nursery

Cooper Dean Pavilion, Dean Park, Cavendish Road, Bournemouth, Dorset BH1 1RB

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Inspection date: 31 July 2023

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

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

### **The provision requires improvement**

Children build strong attachments with staff who nurture them and respond to their needs. Children are confident to share their ideas. For example, older children explain how they are 'sprinkling flour to hide the bumps' in the play dough. Children behave well. Staff praise them for following the golden rules, such as using 'kind hands'. Children enjoy plenty of fresh air and exercise to help keep them fit and healthy. In the forest school, children learn about the world around them and develop an understanding of how to manage risks for themselves. For example, they use tools with adult supervision.

Staff do not always consider children's prior knowledge when organising activities which are sometimes too challenging. For example, staff ask pre-school children to select the individual letters in their names to make a 'rocket'. Children do not have an understanding of which letters make up their names and instead spend their time sticking on stars. Children lose interest and become distracted because the activity is too difficult and does not support their learning as well as it could. Some staff do not review their key children's progress frequently enough to ensure they make the best possible progress. For example, they do not identify new next steps for children when they have completed the previous ones.

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

- Leaders, managers and staff have worked together to make positive improvements to the nursery since the last inspection. As a result, changes to the processes for risk assessment, behaviour management and safeguarding are now embedded and help to ensure that children are safe and secure.
- Staff plan activities that exceed children's abilities, which impacts on their attitude to learning. For example, staff work with older children to help them learn the facial expressions and body language that reflect a variety of feelings. They ask older children to 'act out how they are feeling', which is too advanced for them and they lose concentration. Staff working with babies do not ensure children understand simple words before introducing more complex ones, which does not fully support their language development.
- Staff do not review children's learning frequently enough to ensure that they identify what children need to learn next. They do not set new goals to continually extend children's learning once they have already met their existing goals, to ensure children can make the progress of which they are capable.
- Children enjoy being physically active outdoors. Older children use tricycles and ably climb and balance. Younger children enjoy music and movement to develop their coordination skills. Staff teach children about the benefits of a healthy diet. For example, they talk to children about what types of food are good for them.
- Staff working with pre-school children support them to recognise shapes and

numbers as they play. Children solve problems to develop their critical thinking as they decide which shapes they require to fill a space.

- Children of all ages enjoy listening to stories, which inspires their love of books. Staff use engaging storytelling to hold children's attention. Babies cuddle into staff as they look at pictures in the books. Pre-school children seek staff out to read their favourite stories.
- Children demonstrate a sense of belonging. For example, they know where to hang their coats and store their shoes and enjoy talking about photos of their families displayed in the nursery. However, staff do not support children to recognise their feelings as well as they could to promote children's personal development. For example, staff encourage children to identify how they are feeling as they arrive at the nursery, but children simply nod a response which staff do not follow up to help children learn the language they need to communicate their feelings.
- The manager has worked hard to make staff well-being a priority and staff morale has improved. For example, staff enjoy free weekly yoga classes. Staff say they feel well supported by the manager. The manager cares about her staff and provides support when needed, such as organising taxis for them from the train station.
- Parents report that they are happy with the care and education that their children receive. Staff work hard to engage parents and organise regular events to help build positive relationships with them. Despite this, some parents say that they are not always informed about the next steps in their children's development to help them to support children's learning at home.

## Safeguarding

The arrangements for safeguarding are effective.

All staff have a good understanding of their responsibilities in keeping children safe. They know the signs and symptoms that might indicate that a child is at risk of abuse and how to report their concerns. The designated safeguarding lead works closely with external safeguarding agencies to help protect children's welfare. Leaders and managers follow safer recruitment practices to help ensure all staff are suitable to work with children. Processes are in place to check ongoing staff suitability. Staff identify and minimise risks to children to help ensure the setting is safe and secure. Staff manage accidents well and inform parents swiftly.

## 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 curriculum to more sharply focus on children's prior knowledge and what they need to learn next, to ensure they make the best possible progress	11/09/2023
review children's learning more frequently to identify what they need to learn next and share this information with parents.	11/09/2023

## Setting details

<b>Unique reference number</b>	2523865
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10284037
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	69
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Dean Park Day Nursery Limited
<b>Registered person unique reference number</b>	2523864
<b>Telephone number</b>	01202 297275
<b>Date of previous inspection</b>	21 February 2023

## Information about this early years setting

Dean Park Day Nursery registered in 2019. The nursery is located in Bournemouth, Dorset. It is open from 8am to 6pm, Monday to Friday, all year round. There are 23 members of childcare staff who work directly with children. Of these, six hold qualifications at level 6, 11 hold level 3 qualifications, two are qualified at level 2 and four are unqualified. The nursery provides funded early years education for children aged two, three and four years.

## Information about this inspection

### Inspectors

Lisa Large  
Rachel Cornish

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The manager and inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors carried out joint observations of group activities with the manager.
- The inspectors spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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