

# Inspection of The Balsam Nursery

1b Alfred's Way, Wincanton Business Park, Wincanton, Somerset BA9 9RU

---

Inspection date: 23 January 2024

<b>Overall effectiveness</b>	<b>Good</b>
------------------------------	-------------

---

The quality of education	<b>Good</b>
--------------------------	-------------

Behaviour and attitudes	<b>Good</b>
-------------------------	-------------

Personal development	<b>Good</b>
----------------------	-------------

Leadership and management	<b>Good</b>
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

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

### **The provision is good**

Children are happy and arrive at the nursery eager to learn. Staff's interactions with children are warm, caring and nurturing. They are enthusiastic and praise children for their efforts. Staff provide children with a varied curriculum that enables them to make good progress. They support children well to make choices and decisions during their play. Staff consistently make children's learning enjoyable and exciting. Consequently, children feel happy and safe and are motivated and active learners.

Staff form secure attachments with children through an effective key-person system. Management and staff get to know the children and their families well. They implement robust settling-in arrangements when children start to attend the nursery, to help them feel safe and secure. Relationships are sensitive and responsive across the nursery. Babies benefit from consistent care routines and effective key-person arrangements, which helps them to quickly settle in and become familiar with the learning environment.

Staff are positive role models, particularly in the way they communicate with children. They provide a calm learning environment and have high expectations of children's behaviour. Children demonstrate that they are ready for the next stage of their education. Staff take every opportunity to support children's developing independence and their understanding of the importance of good behaviour. Staff talk with parents and use the same strategies to help children learn to manage their emotions and feelings, which provides continuity.

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

- The staff team works hard to implement and embed an ambitious curriculum that supports children's development in all areas of learning. Staff plan clear targets for children to work towards. Activities are meaningful and based on children's interests and what they already know and can do. This means that children are prepared for the next stage in their learning. The curriculum is carefully sequenced. When children reach the pre-school room, staff give appropriate attention to developing the skills children will need for school.
- Staff support children's communication and language skills well. They engage children in meaningful conversation and expand on what children are saying, to build quality two-way interactions. However, at times, in larger activities, children do not benefit as much. For example, on occasions, due to the group sizes, some children lose interest in the discussions that are taking place. At these times, children do not benefit from the intended curriculum.
- Children with special educational needs and/or disabilities are well supported. Staff who have received training in this specialist area support others to

implement individual support plans. Regular assessments, intensive support and meetings with parents and/or other professionals involved in the child's care ensure that children make the best possible progress.

- Many older children count confidently. For example, they count the number of children at their lunch table. Staff plan activities to build on children's mathematical awareness. However, they do not make the most of opportunities that arise spontaneously during activities to encourage children to compare numbers and talk about size, quantities and numerals.
- The baby room is airy and spacious. Staff set toys up on different levels to promote babies' physical development. Babies crawl, shuffle and walk to the heavy duty tray. They enjoy exploring a range of sensory activities. For example, children use their hands to squeeze cornflakes and have access to a range of different-textured resources.
- Staff model good manners and encourage children to have good relationships with others. As a result, children are polite and understand the concepts of taking turns and sharing.
- Staff receive regular training to support their ongoing professional development. They receive support through regular supervision and appraisal meetings. This helps managers to assess the team's continuous professional development and ensure that staff are skilled, knowledgeable and able to support children's learning effectively. All staff are highly committed to supporting all children and families to achieve the best outcomes.
- Parents appreciate the inclusive practice and targeted support their children receive to help to meet their individual needs. For example, parents welcome the experiences their children have to promote an understanding of family backgrounds, local communities and what makes their children unique. Parents comment very positively about the consistency in care and education and the progress their children make over time.

## Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

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

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

- review the organisation of large-group activities so that children consistently benefit from the intended curriculum
- make greater use of spontaneous opportunities to encourage children to talk about size, quantities and numerals.

## Setting details

<b>Unique reference number</b>	2545530
<b>Local authority</b>	Somerset
<b>Inspection number</b>	10326439
<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>	85
<b>Number of children on roll</b>	101
<b>Name of registered person</b>	Green, Robert Eric
<b>Registered person unique reference number</b>	RP909777
<b>Telephone number</b>	0196331688
<b>Date of previous inspection</b>	11 January 2022

## Information about this early years setting

The Balsam Nursery registered in 2019. It is based in the Wincanton Early Years Centre, in Wincanton, Somerset. The nursery is open from Monday to Friday, all year round, except for bank holidays and Christmas. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children. There are 20 members of staff, including the owner. Of these, one has a qualification at level 6, two have qualifications at level 5, one has a qualification at level 4, 11 have qualifications at level 3, and three have qualifications at level 2.

## Information about this inspection

### Inspector

Marie Swindells

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the nursery.
- The nominated individual, deputy manager and inspector had a learning walk together and discussed the early years curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided and assessed the impact on children's learning.
- The inspector interacted with staff and parents and took account of their views.
- A joint observation was carried out with the inspector.
- A leadership and management meeting was held with the nominated individual and deputy manager.

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 2024