

Inspection of Dean Park Day Nursery

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

Inspection date: 17 April 2024

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

The consistent team of staff builds warm and trusting relationships with the children. Babies benefit from a nurturing environment, in which staff meet babies' care routines consistently and provide close comfort for them to feel secure. Older children approach staff confidently when they need support and reassurance. Children benefit from lots of active play to support their health and physical development. Babies learn to balance and walk in safe spaces. Older children shriek in delight while playing running games with staff, and they use tools to develop their small hand muscles, such as snipping dough with scissors.

Children of all ages explore confidently within the safe and secure playrooms, gardens and grounds. They make their own activity choices, and staff include the youngest children fully, such as supporting babies to stand up at activity tables to paint and explore textures. Staff respond quickly to children's spontaneous interests, such as organising painting and soup making. This positive practice encourages children's interest in learning. Staff are good role models, who help children to develop positive behaviour and attitudes and good social skills. They use effective strategies to address any unwelcome behaviour to encourage harmonious play.

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

- The strong management team has a good oversight of the provision. It has implemented many improvements to raise the quality of children's care and learning throughout the nursery and has a clear vision for further developments. Staff contribute to making ongoing improvements, such as adapting the playroom environments to enhance children's behaviour and safety.
- Staff plan and deliver a broad curriculum that is tailored to meet each child's personal interests and developmental needs. This includes special learning opportunities, such as topic weeks to learn more about road safety, looking after the world, and pets. Staff know the children well and make good use of their assessments to identify clear next steps for their learning.
- Staff interact with enthusiasm in children's play. They help them to succeed with their learning goals in activities they are interested in, such as jewellery making with older children. However, on occasions, some staff do not challenge children further in activities. For example, they do not provide greater mathematical challenges and opportunities to learn new colours to build further on their learning.
- Children develop the skills they need for their transition to school. They are eager and motivated to learn. Children develop very good independence from a young age. Toddlers wash their hands and put on their coats for themselves. Older children take responsibility for clearing away their lunch plates and filling

their water bottles.

- Staff ask children questions to encourage them to think. They help them to learn and understand words to build their vocabulary, such as using picture prompts. However, on occasions, staff do not help younger children to learn the correct pronunciation of words to support their language skills further still.
- The special educational needs coordinator has a good understanding of the children who require additional support. Staff work closely with parents and other professionals when they identify a child might be at risk of falling behind, and they ensure that plans are implemented to support the children's development and care.
- Partnerships with parents are excellent. Staff keep parents closely informed and involved in their children's all-round development. For example, parents receive newsletters highlighting topical activities, attend stay-and-play sessions and consultation meetings. Parents can join the nursery partnership committee. They speak highly of the provision.
- The management team provides highly successful coaching for staff. This includes training and support that is targeted to improve their skills and confidence and to have the most impact on children's care and development. Staff feel valued by management, who nurture their health and well-being.
- The management team follows robust procedures to ensure that all staff are suitable and prepared to fulfil their roles. Staff have a good understanding of their safeguarding roles and responsibilities, the risks to children and procedures to follow to safeguard children's welfare.

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:

- embed staff's practice even further to help each child reach their full learning potential
- help younger children to learn the correct pronunciation of words to support their language development even further.

Setting details

Unique reference number	2523865
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10308787
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	63
Number of children on roll	69
Name of registered person	Dean Park Day Nursery Limited
Registered person unique reference number	2523864
Telephone number	01202 297275
Date of previous inspection	31 July 2023

Information about this early years setting

Dean Park Day Nursery registered in 2019. The nursery operates from Bournemouth, Dorset. The nursery employs 18 members of childcare staff. Of whom, all hold appropriate qualifications from level 2 to early years professional status. In addition, the nursery employs four support staff. The nursery opens from Monday to Friday, all year round. Sessions are from 8am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspectors

Bridget Copson
Catherine Sample

Inspection activities

- The inspectors discussed any continued impact of the COVID-19 pandemic with the provider and have taken that into account in their evaluation of the provision.
- The manager joined the inspectors on a learning walk and talked to the inspectors about the curriculum and what they intend children to learn.
- The inspectors observed activities and the quality of staff's interactions with the children. They discussed the effectiveness of an activity with the manager.
- The manager provided the inspectors with a sample of key documentation on request.
- The inspectors took account of parents' 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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