

# Inspection of Kinderworld Bournemouth Day Nursery

6 Knyveton Road, BOURNEMOUTH BH1 3QN

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Inspection date: 8 August 2024

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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Overall effectiveness at previous inspection	Good
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## What is it like to attend this early years setting?

### The provision is good

Leaders have created a varied curriculum with a particular focus on nature and the well-being of children. Children arrive excited and eager. They display good independence when recognising their named pegs, taking off their shoes and putting their slippers on ready to go into their rooms. Older children develop their coordination and balance when happily using the swings together. They build on their friendships as they sing together, 'Rain, rain go away, come again another day.' Staff help younger children to develop their smaller physical skills as they use tweezers to pick up peas. Children say 'ooo cold' as they squish the peas in their hands, relishing the sensory experience. Staff introduce new vocabulary such as 'freezer' as they explain that this makes the peas cold. Babies develop their awareness of sounds when banging various sized pots, waving their arms up and down excitedly. Staff introduce new mathematical concepts from an early age, such as 'big' and 'little'. All children make good progress in their learning.

Staff have developed nurturing relationships with children in the home-from-home environment that leaders have created. Children feel safe and secure. Staff have high expectations for children's behaviour throughout the nursery and implement effective strategies such as 'Golden rules'. Children develop a secure understanding of boundaries and what is expected of them. Staff are excellent role models, and children show kindness and respect to others. For example, children pass each other a tissue as they wipe their noses.

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

- Staff plan a range of activities that relate to the monthly focus. For example, children enjoy making flower potions outside as they pour and scoop flowers into various jugs. However, at times, staff do not consistently use children's interests when planning the activities, meaning that, at times, children do not fully engage in their learning experiences.
- Children progress well from their starting points, and staff have a good overview of children's development. Staff use speech and language assessments to regularly monitor children's communication. Early intervention is a strong point for the nursery. Children receive the support they need swiftly.
- Children develop a keen interest in books. For example, older children look through books and point out various creatures. Younger children enjoy books about 'the potty', and staff relate this to children's own experiences as staff ask them if they would like to sit on the potty. Children have access to a lending library and share books with parents at home, supporting their early literacy skills.
- Children develop an awareness of healthy practices. Younger children begin to practise their self-care skills when washing their own faces and older children

attend to their own toileting needs. Staff provide children with lots of opportunities to be physically active. For example, older children build on their bigger physical skills when playing football. Staff support babies when climbing up onto the slide as they begin to navigate their balance and control. However, staff do not consistently provide activities that match babies' individual stages of development to challenge and support babies further in making the progress they are capable of.

- Leaders place children's well-being at the heart of everything they do. They encourage children to share how they feel and staff use facial expressions to help children label their feelings. Children practise mindfulness during Yoga sessions, helping to regulate their feelings. Staff are gentle and calm in their approach to children. They recognise and value children's efforts and note these on their 'Praise tree'. Staff share these with parents, and children develop a sense of belonging and take pride in their achievements.
- Children have plenty of opportunities to learn about their community. Staff take children on trips to the beach, gardens and take part in local charity walks. Leaders pride themselves on creating an inclusive environment that positively promotes similarities and differences. Parents and staff share their backgrounds, experiences and cultures with children, supporting children's understanding of diversity.
- Leaders are dedicated and passionate about their roles. They provide regular supervisions for staff who report high levels of well-being. Leaders link training to key priorities. For example, staff have recently attended training on children's interactive communication. This has enhanced their knowledge on how to support children's social interactions, particularly helping them to prepare for school.
- Leaders and staff have formed effective parent partnerships. Parents attend stay-and-play sessions, and staff engage parents successfully in their child's learning. For example, parents contribute to the 'Letter of the week', providing consistent learning between home and the nursery. Leaders have created informative leaflets for parents that promote 'safer sleeping' and 'oral hygiene'. Parents deeply value the support staff provide.

## **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:**

- support staff to consistently use children's interests when planning activities,

- helping children to become deeply engaged in their learning
- strengthen the practice of staff working with babies so that children's learning experiences consistently reflect and challenge their stage of development, helping babies to develop the skills they are capable of.

## Setting details

<b>Unique reference number</b>	EY463835
<b>Local authority</b>	Bournemouth, Christchurch & Poole
<b>Inspection number</b>	10355140
<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>	1 to 4
<b>Total number of places</b>	55
<b>Number of children on roll</b>	79
<b>Name of registered person</b>	Kinderworld Day Nursery Limited
<b>Registered person unique reference number</b>	RP905990
<b>Telephone number</b>	01202 290 103
<b>Date of previous inspection</b>	19 November 2018

## Information about this early years setting

Kinderworld Bournemouth Day Nursery first opened in 1997 and re-registered as a limited company in 2013. It operates close to Bournemouth town centre, in Dorset. The nursery employs 22 members of childcare staff. Of whom, two staff hold a level 6 early years qualification, one staff holds level 5, 12 staff hold level 3 and four staff hold level 2. There are three unqualified members of staff. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Chelsea Woollard

## Inspection activities

- This was the first routine inspection the childminder 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 joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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