

Inspection of The Bourne End Day Nursery and Pre-School

The Old Methodist Church, Furlong Road, Bourne End, Buckinghamshire SL8 5AE

Inspection date: 10 September 2024

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| 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

Leaders and staff plan a well-sequenced curriculum. They provide a warm and welcoming environment and have high ambitions for all children. Children are confident and happy during their time in this inviting nursery. They separate from their parents with ease and happily engage in activities alongside their friends.

All children are curious learners. They are keen to join in with the learning experiences the staff provide for them. For example, older children excitedly roll balls down pipes and confidently use words in context, such as 'faster' and 'slower.' Babies show curiosity in the resources available to them. They delight in activities, such as play dough, on table-top surfaces. This helps children develop positive attitudes towards their learning.

Staff create an environment that provides children with opportunities to develop their physical skills. For example, babies use age-appropriate climbing and balancing equipment confidently. Their older peers whizz around on ride on toys and balance carefully across beams. They learn how to manage risks and show an awareness of others as they safely negotiate space around them. The staff are good role models. They talk to children at a level of their understanding, so they know what is expected of them. Children follow rules and boundaries and behave well.

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

- Leaders have worked hard to make improvements since the last inspection. They know what children can and cannot do and plan a varied curriculum that covers the seven areas of learning. The staff provide good support to children with English as an additional language and children with special educational needs and/or disabilities. They work closely alongside other professionals involved in their care, to ensure first rate interventions. Consequently, all children make good progress and develop the skills they need for school.
- Leaders are passionate about the nursery. They place a strong focus on staff well-being and offer them regular opportunities to discuss their welfare needs and any support they require to enhance their practice. All staff regularly update their professional development. They have recently attended training on how to manage children's behaviour. This has enhanced their skills and knowledge in supporting children to manage their feelings and emotions. This is reflected in the positive way children behave.'
- The staff spend time getting to know their individual children well. They plan activities accordingly to help them meet the next steps in their development. For example, staff ask children questions and introduce a range of vocabulary as they engage in their play. However, they do not support children to recall

previous knowledge, to help build on their existing knowledge and further their on-going development.

- The staff support early writing skills well. For example, older children confidently write their names on artwork. Their younger peers practise how to use tools, such as brushes and chinks to create patterns on different surfaces.
- The staff are patient and caring and form strong relationships with the children in their care. They develop spaces within the indoor and outdoor play areas, where children can go if they feel a little overwhelmed or simply just want some quiet time with their friends. This has had a positive impact on children's behaviour. They are polite and kind to others, and are learning how to manage their own disputes independently.
- Children benefit from a staff team that acknowledge their individuality and incorporate their cultures and backgrounds into daily activities. For example, children delight in reading and sharing books in their home languages. With support from the staff, they find their home countries on maps of the world and engage in discussion about their home lives. This supports children develop a secure sense of belonging at the nursery, and helps children learn about similarities and differences in the wider world.
- Leaders and the staff have worked hard to further improve partnerships with parents. For example, they share information through discussions and digital media. They have introduced open days, home activity packs and a lending library to support parents in reading with their children at home. However, they do not share more detailed information on children's goals and targets with all parents, to ensure consistent continuity in children's on-going development.

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 children to recall their prior knowledge, to help build on what they already know and can do
- provide all parents with more specific information about their children's on-going progress, to offer consistent continuity in children's learning at the setting and at home.

Setting details

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| Unique reference number | EY409383 |
| Local authority | Buckinghamshire |
| Inspection number | 10326537 |
| 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 | 1 to 4 |
| Total number of places | 54 |
| Number of children on roll | 81 |
| Name of registered person | Poppies Day Nurseries Limited |
| Registered person unique reference number | RP901708 |
| Telephone number | 01628 521522 |
| Date of previous inspection | 7 December 2023 |

Information about this early years setting

The Bourne End Day Nursery and Pre-School is part of the Family First Nursery Group and re-registered in 2010. It operates in Bourne End, Buckinghamshire. The nursery is open from 7.30am until 6pm, Monday to Friday, all year round, except for a week at Christmas. It employs 17 staff, of whom 11 hold appropriate childcare qualifications from level 2 to level 6. It provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Jane Franks

Inspection activities

- This was the second 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 manager and deputy manager joined the inspector on a learning walk and talked about their curriculum and what they want their children to learn.
- The inspector observed the implementation of the curriculum during activities indoors and outdoors, and assessed the impact this has on children's learning.
- A joint observation was completed and discussed with the manager.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- During the inspection, the inspector held a meeting with leaders and managers. She looked at relevant documentation, such as evidence of the suitability of staff working in the nursery.
- Parents shared their views through discussion and written feedback during the inspection. The inspector took account of all feedback received.

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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