

# Stour Road Day Nursery

77 Stour Road, Christchurch, Dorset BH23 1JL



<b>Inspection date</b>	18 October 2018
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

## Summary of key findings for parents

### The provision is good

- The management team is ambitious about providing good-quality early years experiences for all children. They are reflective and include staff and parents in the self-evaluation process.
- Staff provide a warm, welcoming and stimulating environment with a balanced range of easily accessible resources. Children make independent choices in their play. For example, they enjoy drawing and have other opportunities to explore making marks in other areas of play, including in the outside area and writing area.
- Links with parents are strong. Staff establish effective relationships and share information about children's progress regularly, verbally and through the children's folders. Parents are very pleased with the reliable service and the good care and support their children receive from the attentive staff team.
- Staff meet the children's emotional needs exceptionally well. They are very kind, caring and extremely sensitive towards the children's needs. Children settle extremely well as they separate from their parents and are very happy throughout the session.
- Staff work effectively in partnerships with outside professionals to help to prepare children well for the next stage of their learning. All children make good progress from their starting points in learning.

### It is not yet outstanding because:

- On occasions, the staff does not make the most of all opportunities to extend children's thinking and problem-solving skills to consistently extend their learning to the highest levels.

## What the setting needs to do to improve further

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

- make more effective use of opportunities during activities to further challenge children's thinking and problem-solving skills to take their learning to a higher level.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspection completed a joint observation with the manager.
- The inspector held a meeting with the manager and deputy manager. She sampled a range of documentation, including records of children's learning, policies and procedures, and checked evidence of suitability and staff qualifications.
- The inspector spoke with a number of parents during the inspection and took account of their written views.

### Inspector

Rachel Cornish

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The manager ensures that staff have a good knowledge and understanding of child protection procedures. She implements systems for the safe recruitment of staff and routinely checks their ongoing suitability. The manager effectively uses supervisory meetings and ongoing support to help ensure all staff are confident and capable in their roles. She identifies staff training to improve their teaching practice. For example, staff have attended training to support children's, particularly boys, literacy skills. As a result, they have sourced books based on superheroes, planned activities, such as making their own story books based on football and introduced a book reading area called a 'cosy cave' rather than a 'cosy corner'. The management team monitors children's progress to ensure staff act quickly on any learning gaps.

### Quality of teaching, learning and assessment is good

Staff know the children well. They use their observations effectively to help plan carefully for children's next stage of learning. Staff have improved their planning systems and now value watching and listening to children at play. They use children's individual interests to plan activities to ensure that children readily engage in the experiences. For example, children show great imagination as they pretend to make soup in the outside playhouse. Staff and children frequently use counting and numbers, such as in songs and daily activities. For example, older children confidently count up to 17 as they find out how many children are present. Staff support babies' emerging speech well. For example, young children enjoy singing sessions in comfortable areas, learning vocabulary and bonding with staff.

### Personal development, behaviour and welfare are outstanding

Staff provide an exceptional environment inside and outside. There is an extensive range of highly stimulating resources for the differing age groups. Staff make excellent use of their knowledge to manage children's behaviour. Through play and everyday routines, staff engage children very well in discussions and provide clear rules. Children display excellent behaviour. They happily sit in small groups at mealtimes with their friends and staff. Staff provide excellent opportunities for children to learn about their world and value diversity. For example, they create interesting displays about other countries, invite 'people who help us' to talk to the children, and take the children on exciting nature walks. Children thoroughly enjoy practising their physical skills. Older children carefully and very skilfully manoeuvre wheeled toys around obstacles, while babies confidently pursue their interests in play spaces designed specifically to meet their needs.

### Outcomes for children are good

Children demonstrate that they feel safe in their surroundings. Babies appear comfortable and readily approach familiar staff for reassurance and comfort. Older children happily engage in conversations with visitors. Children are motivated learners, willing to try new activities with excitement and enthusiasm. They gain independence in selecting resources and managing age-appropriate tasks, such as helping to tidy up and putting on their shoes. They are developing the key skills they need to support their future learning, including moving on to school.

## Setting details

<b>Unique reference number</b>	EY535994
<b>Local authority</b>	Dorset
<b>Inspection number</b>	10080112
<b>Type of provision</b>	Full day care
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Childcare on non-domestic premises
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	25
<b>Number of children on roll</b>	56
<b>Name of registered person</b>	Leonard, Ayshley Rayner
<b>Registered person unique reference number</b>	RP535993
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01202 485 222

Stour Road Day Nursery registered in 2016. The nursery opens Monday to Friday all year round except for a week between Christmas and New Year, and bank holidays. Sessions are from 8am until 6pm. The nursery employs eight members of staff, including the manager, who work with the children. Of these, two have an early years qualification at level 4, three have a level 3 and one holds an early years professional status. Two members of staff are working towards a childcare qualification.

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