

Bourton-On-The-Water Day Nursery



1 Willow Court, Bourton On The Water Industrial Park, Cheltenham, Gloucestershire,
GL54 2HQ

Inspection date	7 March 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The quality of teaching is not consistently good throughout the nursery. Some staff do not have a suitable understanding of how to engage with children to extend their learning, to support them to make the progress of which they are capable.
- The systems for monitoring the children's progress are not fully effective. Assessments are not always accurate enough for staff to identify gaps in learning
- Staff build positive relationships with parents and exchange some useful information. However, leaders do not encourage parents to share information about children's development when they first attend the setting..
- Self-evaluation is not accurate. The leaders have not identified the weaknesses in staff's interactions with children and in the methods used for monitoring progress.

It has the following strengths

- Children are happy and settled. They develop strong bonds with the staff and demonstrate confidence in seeking out comfort and affection when needed.
- The environment is well organised. Children are able to make independent choices in their play.
- Children develop their physical skills well. For example, they enjoy using the soft-play area to climb and roll in a safe environment. Older children enjoy using the outdoor climbing frame as they learn to take safe risks
- Children have opportunities to learn about diversity within their community. For example, they go on outings and take part in events at a care home for the elderly.

What the setting needs to do to improve further

To meet the requirements of the early years foundation stage the provider must:

	Due Date
<ul style="list-style-type: none"> ■ strengthen arrangements to monitor staff's performance to identify more effectively weaknesses in the quality of interactions of staff working with younger children 	28/03/2018
<ul style="list-style-type: none"> ■ improve assessment procedures to ensure that the monitoring of children's development is precise and accurate, to swiftly identify and close gaps in learning. 	28/03/2018

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

- extend partnerships with parents to gather more precise information about children's development when they first attend the setting, to support planning for their individual needs from the outset
- improve self-evaluation to identify and target areas for improvement, to continually raise the quality of the provision.

Inspection activities

- The inspector observed the quality of teaching, and the interactions between the staff and children.
- The inspector looked at written documents, including staff's files, policies, procedures, and risk assessments.
- The inspector held a leadership and management meeting with the manager, and spoke to the staff and children at appropriate times during the inspection.
- The inspector carried out a joint observation with the leader. She took into account the views of the parents spoken to on the day of the inspection.

Inspector

Victoria Nicolson

Inspection findings

Effectiveness of the leadership and management requires improvement

The leader has made some changes that benefit the children but, overall, self-evaluation is not accurate. For example, she has introduced a lending library for children to take their favourite stories home but has not identified the weaknesses in teaching and assessment. Staff are encouraged to take part in some training to support their professional development, such as recent training on messy play for the younger children. However, the leader does not target support for individual staff effectively to raise teaching to a consistently good level. The arrangements for safeguarding are effective. Leaders and staff have a secure understanding of child protection issues. They fully understand the procedures that they should follow if they had concerns about a child's welfare. The leaders and staff take reasonable steps to keep children safe, such as completing thorough risk assessments and following secure procedures to manage risks. For example, staff supervise parents to ensure that they do not leave the door open as they arrive and leave the building. Parents are happy with the care their children receive.

Quality of teaching, learning and assessment requires improvement

Older children develop their communication and language skills well and are keen to learn. However, some staff working with younger children are less confident in their interactions and do not always support learning effectively. Staff observe and assess children's progress but their assessments are not always accurate. It is sometimes unclear how much progress children have made during their time in the setting. Children behave well considering their ages. For example, the youngest children are happy to share the books with their peers and the older children listen well and follow instructions.

Personal development, behaviour and welfare require improvement

Staff work closely with parents to follow children's care routines, but do not gather information about children's development when they first start at the setting, to plan effectively for their next steps in learning. The leaders and staff prioritise children's health and well-being suitably. For example, staff follow hygienic procedures and children learn the importance of washing their hands before eating and after using the toilet. Staff supervise the children well. They follow strict adult-to-child ratios to ensure that children have their needs met appropriately.

Outcomes for children require improvement

Children gain some skills that support them with the next stage in their learning and their eventual move on to school. However, not all children make the progress that they are capable of due to the weaknesses in teaching and assessment. Children are confident at carrying out some age-appropriate tasks independently. For example, they help to prepare the table for mealtimes and serve their lunch.

Setting details

Unique reference number	EY500042
Local authority	Gloucestershire
Inspection number	1126309
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 4
Total number of places	90
Number of children on roll	77
Name of registered person	Bourton On The Water Day Nursery Ltd
Registered person unique reference number	RP901084
Date of previous inspection	Not applicable
Telephone number	07821567107

Bourton-On-The-Water Day Nursery registered in 2016. It is based in Bourton-On-The-Water, Gloucestershire. The nursery operates from 7.30am to 6pm Monday to Friday all year round. The provider employs 14 members of staff, most of whom hold suitable childcare qualifications. The nursery receives funding to provide free early education for children aged two and three years.

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