

Emma's Day Nursery Pre-School

218 Charminster Road, Bournemouth BH8 9RW



Inspection date	18 October 2018
Previous inspection date	Not applicable

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

Summary of key findings for parents

The provision is outstanding

- The highly experienced manager gives a very proactive approach to evaluating practice and supporting staff to make ongoing improvements. Evaluation incorporates the views of parents, staff and children. For example, staff have introduced a pre-school council to improve how they include children's decisions, such as about further resources they would like for their play activities.
- Children form very positive relationships with the very caring, friendly staff. Children flourish and develop an extremely good sense of belonging and security in the setting.
- Parents speak exceptionally well of staff and say they give high-quality care for their children. Parents say their children are extremely happy at the setting and staff help them to settle in very successfully.
- Staff get to know children's individual needs exceptionally well and provide an excellent range of play experiences. All children, including those who have special education needs and/or disabilities and those who are learning English as an additional language, make significantly high progress from their starting points.
- Staff create exciting, innovative play environments, indoors and outdoors. They make very positive use of the excellent range of resources, to inspire children's learning through great curiosity and investigation.

What the setting needs to do to improve further

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

- continue to evaluate the effectiveness of training undertaken, to help all staff implement this as confidently as possible and support children's care and learning even further.

Inspection activities

- The inspector observed children's interactions in play indoors and outdoors, and discussed children's learning and development with staff.
- The inspector viewed documentation, such as operational policies, procedures and required records for suitability.
- The inspector took into account the written and spoken views of parents.
- The inspector undertook a joint observation of an activity with the manager and discussed the quality of teaching.
- The inspector had discussions with the manager, including about self-evaluation and how this helps staff make continual improvements.

Inspector
Mary Daniel

Inspection findings

Effectiveness of leadership and management is outstanding

Safeguarding is effective. The manager provides very high levels of support to staff to ensure they clearly understand their roles and responsibilities to protect children's welfare. As a result, all staff have a very clear awareness of safeguarding procedures to follow should any concerns arise. The manager encourages staff extremely well to develop their professional knowledge to promote excellent outcomes for all children. For example, this has raised staff awareness of how they can help children and families who are learning English as an additional language. The manager has also identified ways to support all staff to make even better use of their knowledge gained through training, such as first aid. The manager and staff monitor children's progress extremely effectively in liaison with parents and other professionals involved with children's care and learning needs. Staff promptly identify where children may need more support and plan carefully considered strategies to help all children reach their full potential.

Quality of teaching, learning and assessment is outstanding

Staff use their strong knowledge of children's development exceptionally well to motivate their learning. They promote children's early literacy skills and enjoyment of stories significantly well. For example, older children develop excellent concentration skills. They listen attentively to a favourite story and recall what happens next extremely well. They show growing anticipation and excitedly join in with the repeated refrains to say, 'And he huffed and he puffed and he blew the house down.' Staff actively encourage children to develop their creativity and imagination. For instance, they become engrossed sticking materials together, such as straw, boxes, and foil, and with great delight say, 'I've made a cardboard house.' Children squash, squeeze and roll out orange, yellow and green play dough and excitedly say they have made a 'sparkly' birthday cake.

Personal development, behaviour and welfare are outstanding

Staff give high priority to supporting children's good health and physical well-being. They follow clearly detailed policies and procedures, such as for the management of children's particular dietary needs, and focus extremely well on ways to promote healthy eating awareness. Staff encourage children to stretch, bend and gain control and balance with their larger physical movements. For example, children lie down quietly on the floor, enthusiastically jump up high and excitedly pretend to hop around like rabbits. Children show high levels of self-esteem and pride in their achievements. They behave extremely well, interacting very positively with their friends and cooperating happily within their play.

Outcomes for children are outstanding

Children gain the necessary skills to prepare them exceptionally well for their future learning and move to school. All children gain highly positive attitudes to learning. For example, older children enthusiastically make the initial letter sounds of familiar words and confidently tell staff, 'C is for cat and also for cow.' Younger children quickly settle and become active, independent learners. For instance, they are keen to 'have a go' at expressing their ideas and rapidly start to put three- and four-word sentences together.

Setting details

Unique reference number	EY537566
Local authority	Bournemouth
Inspection number	10077170
Type of provision	Full day care
Registers	Early Years Register
Day care type	Childcare on non-domestic premises
Age range of children	2 - 3
Total number of places	21
Number of children on roll	16
Name of registered person	Emma's Day Nursery Ltd
Registered person unique reference number	RP537564
Date of previous inspection	Not applicable
Telephone number	07787 110 201

Emma's Day Nursery Pre-School registered in 2016. It is one of two settings owned by the provider and is situated in Bournemouth, Dorset. The pre-school opens Monday, Tuesday, Thursday and Friday, from 8am until 1.15pm, during term time. It receives funding to provide free early years education for children aged two, three and four years. The manager holds early years professional status and employs three staff who all hold childcare qualifications at level 3.

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