

Inspection of Park School Nursery

Park School, Queens Park South Drive, Bournemouth BH8 9BJ

Inspection date: 2 May 2024

Overall effectiveness	Outstanding
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The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is outstanding

Babies are warmly welcomed by highly skilled staff into the rich environment. They are keen to begin their learning, and the well-embedded and highly effective curriculum ensures that all babies make very good progress. Enthusiastic staff are extremely knowledgeable about their key children, what they know and what they need to learn next. Children benefit from meaningful learning opportunities. For example, babies explore different textures, such as feathers, rice, oats and pasta. They experiment with spoons, putting the different mixtures onto weighing scales and staff encourage them to see which weighs heavier. Staff promote children's communication and language skills exceptionally well. They expertly model communication through verbal and sign language, this enables all the babies to communicate their needs and wishes. Staff place a high emphasis on the prime areas of learning, which enables babies to feel secure and make meaningful relationships with the staff and the other children. Physical development is promoted exceedingly well, both indoors and in the covered outside classroom and the two exceptionally well-resourced outside areas.

Babies' behaviour is excellent. They respond exceptionally well to the nurturing staff, when they do not remember how to share and take turns. They show secure attachments with their key person and are confident to seek cuddles and reassurance. When leaders come into the room, babies demonstrate they feel secure with them too.

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

- The leadership team is inspirational and exceptionally knowledgeable on how young children learn and develop. For example, they provide staff with training on schemas and Birth to 5 Matters, to enable staff to provide high-quality learning opportunities. The manager role models exceptionally good practice and is regularly in the room, supporting and encouraging staff. Regular staff meetings and supervision play a strong part in staff's continued professional development. Staff talk about how the courses they attend help them in their everyday practice. For example, understanding babies has enabled staff to look at how babies need that comfort and secure bonds to enable them to be motivated to learn.
- Highly effective partnership with parents ensures that they are fully informed about their babies' time in the setting. They have regular meetings with staff and discuss how they can support their babies' learning at home. Parents value the close relationships with the staff and feel that communication is prompt and relevant. They really appreciate the daily updates when they collect their children and also on the online app.
- Children who speak English as an additional language are exceptionally well

supported in the setting. Staff use dual language flashcards and work very closely with parents to make sure children's home language is valued and that they are making good progress with their English.

- Babies are highly motivated and show great enthusiasm in the meaningful learning opportunities. Staff skilfully demonstrate how to use different resources, such as the toy farm with animals, encouraging children to practise the sounds the animals make. The older babies are encouraged to move the animals around the farm, extending their understanding. Babies thoroughly enjoy playing in the pretend ice-cream shop in the outside area. They excitedly make ice creams for staff, who respond enthusiastically and talk about the different pretend flavours.
- Exceptional staff promote British values very well and babies learn from an early age about democracy, making choices in their play and learning. They explore different cultures, learning to respect and value others.
- Babies gain a strong sense of belonging as staff display photos of their families and talk about their home lives. They have their own belongings that, in the sleep room, help them to feel comfortable and relaxed. The highly effective key-person system ensures that they are cared for by knowledgeable staff.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	2665826
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10333091
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 1
Total number of places	20
Number of children on roll	23
Name of registered person	Park School (Bournemouth) Limited
Registered person unique reference number	2665824
Telephone number	01202 396640
Date of previous inspection	Not applicable

Information about this early years setting

Park School Nursery registered in 2021. It is located in Bournemouth, Dorset. The nursery is open all year round Monday to Friday from 8am to 6pm. The nursery employs six members of staff, all of whom hold early years qualifications at levels 2 to 6.

Information about this inspection

Inspector
Lorraine Sparey

Inspection activities

- This was the first routine 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 inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and other senior staff, including the head teacher and the inspector, held a meeting to discuss monitoring and evaluating the provision and to review documentation, such as staff records.
- The inspector spoke to parents and reviewed comments they had made in writing, in preparation for the inspection, to gain their views.
- The inspector carried out a joint observation of a group activity with the manager and discussed the findings.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The inspector completed a learning walk with the manager and discussed the curriculum.

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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