

Inspection of Creekmoor Day Nursery Limited

Community Centre, Northmead Drive, Poole BH17 7XZ

Inspection date:

7 May 2025 - 4 June 2025

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children arrive confidently, keen to start their day at the nursery. They build close relationships with staff and other children. Children behave well. Staff encourage children to share their feelings, and they support them to understand the impact of their actions on others. Children develop their independence in preparation for school. For example, older children attend to their own toileting. Staff encourage children to put on their own coats and shoes, wash their own hands and tidy away resources, when they have finished using them. Staff praise children for their efforts, which gives them a sense of achievement and builds their self-esteem.

Children enjoy plenty of fresh air and exercise. They develop their physical skills as they run, balance and climb in the garden. Staff introduce new words as children play to extend their vocabulary. For example, as children explore with water, staff provide pipettes and explain what they are and how to use them. Children listen to stories and join in with singing, developing their communication skills. Children make good progress from their starting points. Staff identify when children are at risk of falling behind in their development and work with parents and other professionals to help close any gaps.

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

- The provider organises a curriculum that focuses on developing children's confidence and independence. Staff monitor children's development to identify appropriate next steps. They share relevant information with parents regarding their children's learning and development.
- Children share, take turns and play cooperatively. Staff ensure that there are enough resources to help avoid conflict between children. When challenging behaviour occurs, staff quickly intervene to help children find solutions. This helps children learn the skills they need to manage their own behaviour and to respect other people.
- Staff read books to children and encourage their participation at story times. For example, they encourage children to comment on the stories and discuss what happens next. Children recall stories with confidence and develop a love of books. This enhances their literacy skills and helps them become confident communicators.
- Staff provide a variety of sensory materials for children to explore, which develops their creativity and fine motor skills. For example, babies use their fingers to explore water and sand. Toddlers and pre-school children use their hands to mould play dough, which helps to develop their hand muscles in preparation for early writing.
- Staff support babies in developing their physical skills and independence as they learn to feed themselves. They help babies crawl, climb and stand up as they

use soft-play equipment. Staff work with parents to support children to reach their milestones from an early age. For example, some babies are already learning to use the potty.

- Staff know their key children well. They consider children's interests when creating the environment and the activities they offer. However, staff interactions are not always effective in extending children's learning beyond what they already know and can do. For example, questions sometimes lack challenge and do not encourage children to develop their critical thinking skills.
- Staff show a genuine interest in children's thoughts and ideas, encouraging and nurturing children's imaginative play. For example, staff actively engage in two-way conversations with children as they pretend to go to work. However, at times, indoor noise levels make it difficult for children to hear what is being said, meaning they lose interest.
- Staff organise trips into the community to help children learn about the world around them. For example, they visit the ducks and go to the park. Children also visit local shops and businesses, which helps them develop confidence in new environments and with different people.
- Staff report that they feel well supported. The provider organises regular meetings, in which staff share their ideas about how to improve the nursery further. For example, they have recently introduced the use of visual aids to help children who are not yet verbal to be able to communicate with staff. Termly supervision sessions support staff well-being and allow discussion regarding staff practice and training.

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 staff to minimise the noise levels in the rooms to fully enable all children to hear what is being said to them and to be able to concentrate fully on their learning
- plan more opportunities within the curriculum to challenge children's thinking to build consistently on what they already know and can do.

Setting details

Unique reference number	2742785
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10395889
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 4
Total number of places	30
Number of children on roll	66
Name of registered person	Creekmoor Day Nursery Limited
Registered person unique reference number	2742784
Telephone number	01202600897
Date of previous inspection	20 February 2024

Information about this early years setting

Creekmoor Day Nursery Limited registered in 2023. It is located in Poole, Dorset. The nursery employs 13 members of childcare staff, including the owner/manager. Of these, eight hold relevant early years qualifications at level 3, one holds a level 2 qualification and four are unqualified. The nursery opens from Monday to Friday, all year round, from 8am to 6pm. It provides government-funded places.

Information about this inspection

Inspectors

Lisa Melville

Lisa Melville

Inspection activities

- The inspection started on 7 May 2025. The inspector returned on 4 June 2025 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence policy.
- The owner/manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- 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 inspector spoke to the children to find out about their time at the nursery.
- The inspector talked to staff and parents at appropriate times during the inspection and took account of their views.
- The inspector observed the interactions between staff and the children.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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