

Inspection of Talbot Woods Day Nursery and Nursery School

Bournemouth University, Poole House, Talbot Campus, Fern Barrow, Poole, Dorset
BH12 5BB

Inspection date:

28 February 2025

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children arrive confidently and staff greet them warmly. Children settle quickly, receive comfort and reassurance from staff and build close bonds with their key person. Some staff organise and manage learning opportunities well to build on what children already know and can do. However, other staff do not have a good understanding of the curriculum and do not receive the support they need to develop their knowledge and skills in this area. This means that children do not always receive appropriate challenge to extend their learning further. Furthermore, children do not benefit from consistently high-quality interactions with staff that meet their individual needs. For example, at times, less-confident children are not encouraged to join in and wander around without engaging meaningfully with resources or staff.

Children behave well and staff manage minor disputes between children appropriately. Children share and take turns and learn the skills they need to negotiate with other children and make friends. For example, staff support older children to follow the rules as they play hide and seek outside. However, due to the inconsistent quality of staff interactions, there are times when children become disengaged from the learning staff have organised, which negatively affects children's motivation to learn.

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

- The provider knows what they want children to learn. However, they do not support all staff to understand the curriculum or ensure they can effectively put it into practice. As a result, children do not consistently benefit from learning opportunities that help them make good progress. For example, some staff identify next steps for children that are not appropriate or matched to children's current level of ability. This means that learning experiences staff organise are not always successful in maintaining children's interest or extending their knowledge beyond what they already know and can do.
- Staff interactions with children are not always effective in meeting children's individual needs or motivating them to learn. At times, staff have their attention drawn to the most able and chatty children, which means quieter children are missed. Due to this, some children do not benefit from enough meaningful interactions with staff to extend their learning. The provider is reflective and has made some changes to the organisation of the nursery and staffing, particularly for older children. However, further improvement is needed to enhance the quality and frequency of staff interactions with children.
- Children enjoy exploring with a variety of sensory materials. For example, they make marks in foam and splash in water. Older children mould clay with their hands and with tools to help build the muscles in their hands in preparation for

early writing.

- Older children are encouraged to attend to their own toileting, put on their own shoes and coats and serve their own food. For example, at lunchtime, children hand out the plates and cutlery to their friends. This helps to develop their independence and self-confidence.
- Children enjoy listening to stories and singing songs, which helps to develop their communication skills. Children also select books to look at independently, turning the pages one by one and looking at the pictures with interest.
- Staff working with babies are particularly nurturing, which promotes children's well-being. When changing nappies, they engage in conversation about what they are doing, and ensure children are clean and comfortable throughout the day. Staff recognise when children are becoming tired and take them to the sleep room for a nap.
- Staff help children to learn about the world around them through trips to the woods and the beach. Children benefit from daily outdoor play, which helps to keep them fit and healthy. For example, they run, jump, balance and learn to negotiate space in the garden.
- Staff work closely with parents to keep them updated about what their children are learning. Staff also work with other settings, organisations and external agencies to help identify children who might need additional support.

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

	Due date
provide staff with support and training to develop their skills and knowledge in delivering the curriculum to help ensure all children make good progress in their learning	23/05/2025
improve the quality, frequency and consistency of staff interactions with children to better meet all children's individual needs.	23/05/2025

Setting details

Unique reference number	EY305398
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10391902
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	91
Number of children on roll	99
Name of registered person	Bright Horizons Family Solutions Limited
Registered person unique reference number	RP901358
Telephone number	01202 048213
Date of previous inspection	21 June 2021

Information about this early years setting

Talbot Woods Day Nursery and Nursery School registered in 2005. It is owned and managed by Bright Horizons Family Solutions and operates from purpose-built premises on Bournemouth University Campus. The nursery is open every weekday from 8am to 6pm. It employs 37 staff. Of these, four hold level 6 qualifications, one holds a level 5 qualification, one holds a level 4 qualification, 20 hold level 3 qualifications and 11 are unqualified. The nursery offers government funded spaces.

Information about this inspection

Inspectors

Lisa Large
Fiona Whitwell

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and what they want the children to learn.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspectors spoke to children, to find out about their time at the nursery.
- The inspectors talked to staff and parents at appropriate times during the inspection and took account of their views.
- The inspectors observed the interactions between staff and children.
- The manager showed the inspectors documentation to demonstrate the suitability of staff.

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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