

Inspection of Dean Park Day Nursery

Cooper Dean Pavilion, Dean Park, Cavendish Road, Bournemouth, Dorset BH1 1RB

Inspection date: 21 February 2023

Overall effectiveness	Inadequate
The quality of education	Inadequate
Behaviour and attitudes	Inadequate
Personal development	Inadequate
Leadership and management	Inadequate
Overall effectiveness at previous inspection	Good

What is it like to attend this early years setting?

The provision is inadequate

Children's well-being is compromised due to weaknesses in staff's management of children's behaviour. Older children in particular show little respect for each other, the staff, or their environment. Children do not learn the boundaries and expectations and their behaviour disrupts other children's learning. Staff do not provide children with a curriculum that supports them to learn and develop well enough. This is because agency and bank staff do not know the children or understand their individual needs sufficiently. They are unaware of what children already know and can do and therefore do not provide them with experiences which challenge them or ignite their interest. As a result, children often wander aimlessly without adult support and do not make the progress of which they are capable. Children's safety is put at risk because of some staff's limited knowledge of safeguarding and poor risk assessment.

Staff do not deploy themselves effectively to meet children's needs. For example, young children lose their balance and fall as they try to access some resources without adult support. Children become upset and do not have the opportunity to form secure attachments because the staff caring for them are not consistent. For example, staff try to help children dress for outside play. However, because the children do not know the staff well enough and do not feel comfortable with the close contact, they become increasingly more upset. This impacts negatively on children's health and well-being.

Staff build relationships with parents. Staff provide some feedback to the parent at the end of the day. They also use an online application that provides parents with written observations and photographs of their children involved in activities. However, parents comment that there appears to be a high turnover of staff and are not always sure who are caring for their children.

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

- Not all staff have a good enough knowledge and understanding of safeguarding. This is because leaders have not ensured that agency and bank staff know how to recognise when a child may be at risk of harm which compromises their safety.
- Management recognises the difficulties with current staffing issues and are working hard to address these. Although they have identified ways to bring stability to the staff team, they have not yet implemented these and the current temporary arrangements mean that children's needs are not met.
- Management oversees the planning of the curriculum. The relatively new manager has identified some areas for development and started to implement plans to support staff to focus on the curriculum and children's learning.

However, staff have not yet embedded these in practice. In addition, due to the constant change in staff some children do not receive appropriate support for their learning and development. For example, when children use a range of resources to make 'crowns', staff do not interact with them to extend their communication and language skills, despite these areas being identified as the focus of this activity.

- Staff do not use the space available across the nursery effectively to promote children's learning. For example, staff care for the children in large groups within a small area. Children are unable to sit comfortably or see the pictures in a book. As a result, children do not engage in activities, such as a story or song time. Children become restless and their behaviour deteriorates.
- Staff fail to teach children about what is acceptable and unacceptable behaviour. They do not set clear expectations for children's behaviour. For example, when staff ask older children to tidy up, they say no and refuse to help. Staff do not know how to manage this situation, so children's behaviour is ignored. Some of the younger children are learning how to share and take turns with support. However, staff do not always notice when children push each other and they do not help them to learn how to respect and value others.
- Risk assessments are not effective. Babies continually fall over the resources strewn over the playroom floor. For example, staff provide laminated pictures for an activity, which children continually slip on. Staff remove the children rather than pick up the resources, so when other children access the activity, they also fall over.
- The key-person system is not effective. When staff are absent from the setting their key children's needs are not consistently met. There are often no familiar faces for the children to build secure attachments. Agency and bank staff do not know the children well enough to support them. This is particularly evident with the younger children. At times, staff are confused about children's care needs. For example, staff are not aware of babies' sleep routines. They do not recognise when babies are tired or in need of a sleep. Consequently, babies become distressed.
- Children learn about healthy lifestyles. They benefit from home-cooked meals and fruit snacks. Staff encourage older children to develop their independence and cut the fruit themselves. Staff sit with babies to promote their independence, at mealtimes. Children follow good hygiene routines. However, because staff do not deploy themselves effectively at times, such as before snack and lunchtime children spend a lot of time waiting to wash their hands. As a result, children's behaviour deteriorates.
- Staff make good use of the outdoor space and children enjoy using the various areas such as the forest, artificial grass, and their designated gardens. This gives children opportunities to develop their physical skills and exercise in the fresh air. They climb, run and play ball games. They use sit-and-ride cars and bikes with good control. Some staff encourage children to use their imagination well as they pretend to go on a train ride or sing songs as they climb ladders in search of a bear.

Safeguarding

The arrangements for safeguarding are not effective.

Most nursery staff have a suitable understanding of safeguarding and the procedures to follow if concerned about a child's welfare. However, agency and bank staff do not. They cannot identify the signs and symptoms which may be a cause for concern. Some staff cannot describe the signs of neglect or wider aspects such as county lines which is prevalent in this area. Agency and bank staff cannot demonstrate that they understand how act on concerns. Staff have an induction and an annual appraisal to help ensure ongoing suitability. Procedures to ensure that agency staff have sufficient knowledge and understanding of children's needs to enable them to support their health, safety and well-being are not thorough or robust. Staff do not carry out effective risk assessments. This does not keep children safe.

What does the setting need to do to improve?

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

	Due date
ensure staff follow effective behaviour management strategies to help children gain a secure understanding of what is acceptable and unacceptable behaviour	02/03/2023
improve the key-person system to ensure that every child's individual needs are met	02/03/2023
improve risk assessments to help identify and minimise risks to keep children safe, including the organisation of the available space	02/03/2023
improve staff deployment to ensure children are safely supervised and their needs met	02/03/2023
make sure all staff, including agency and bank staff have sufficient knowledge and understanding of safeguarding	02/03/2023

plan and implement a broad curriculum that provides appropriate challenge and builds on what children already know and can do.	23/03/2023
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Setting details

Unique reference number	2523865
Local authority	Bournemouth, Christchurch & Poole
Inspection number	10278453
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	65
Number of children on roll	101
Name of registered person	Dean Park Day Nursery Limited
Registered person unique reference number	2523864
Telephone number	01202 396640
Date of previous inspection	5 April 2022

Information about this early years setting

Dean Park Day Nursery registered in 2019. The nursery is in Bournemouth. It is open from 8am to 6pm, Monday to Friday, for 51 weeks of the year. There are 30 members of childcare staff. Six hold qualifications at level 6, two hold qualifications at level 5, seven hold level 3 qualifications and five are qualified at level 2. The nursery provides early years education for funded two-, three- and four-year-old children.

Information about this inspection

Inspectors

Michelle Heimsoth
Lorraine Sparey

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspectors discussed any continued impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- One inspector spoke to parents and took account of their views.
- The inspectors viewed the provision and discussed the safety and suitability of the premises.
- The manager joined the inspectors on a learning walk and talked to the inspectors about their curriculum and the intention for the children's learning.
- The manager completed a joint observation with each of the inspectors in different areas of the nursery.
- The inspectors held discussions about the leadership and management of the setting with three members of the management team.

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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