

Inspection of Archway Nursery School

Hyde Farm, Pimperne, Blandford Forum, Dorset DT11 8TX

Inspection date:

23 January 2024

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 happy and settle well. They form warm relationships with staff, and they make friends, with whom they enjoy playing. Children choose freely. For example, they read books, construct models, explore dough, gloop and sand and investigate sensory toys. However, the quality of staff's interactions with children is variable throughout the nursery. Some younger children wander between activities, and they do not all receive meaningful interaction from staff to help them learn more. Children develop positive attitudes and behaviour. Staff help them to understand what is expected of them, such as taking turns and sharing. Older children kindly help younger friends.

Children benefit from regular activities to support their physical development, and staff ensure that children dress appropriately to use the outdoor facilities in all weather. Children run freely, play games, jump, ride wheeled toys and construct obstacle courses to develop their large-muscle skills. Staff plan forest school activities to allow children to learn in the natural environment. Babies learn to crawl and move in safe spaces, and toddlers dance excitedly to music to energise after sleeping. Staff help children to learn about keeping safe. However, they do not monitor the condition of all outdoor wooden structures to ensure they present no risk of injury to a child. Otherwise, staff maintain safe and secure environments for children.

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

- Staff plan and assess children's development in order to monitor their progress and to identify next steps for their learning. They provide a broad and balanced curriculum to support children's development and interests. However, there are inconsistencies in the quality of staff's interactions with children. For example, some staff interactions lack purpose, and they are not clear what they want children to learn. Some do not try to engage younger children when they wander between activities. They ask some questions to challenge children but do not always follow these up to encourage their learning.
- Some staff, who are more skilled, provide challenges to build on children's learning. For example, they help older children to recognise numerals, to count in sequence and to explore letter names and sounds. They create experiments for children to explore speed in a car racing competition. Toddlers play games to learn new words. These more positive interactions engage children and help them to learn more.
- Staff respect children's ideas, choices and feelings. For example, they create painting activities outside and add cars to paint to support their suggestions and creativity. Staff caring for babies and toddlers ask them before lifting them up for a nappy change.

- Children learn to be independent from a young age. Babies use cutlery and their hands to feed themselves. Toddlers and pre-school children learn to pour their drinks and serve themselves at mealtimes with confidence.
- Children enjoy nutritious and balanced meals and learn good handwashing routines to support their health. However, staff do not all help children to learn how to manage some aspects of their personal hygiene well, such as when they have coughs and colds.
- Staff caring for children with additional needs work closely and effectively with parents and external agencies. This helps to ensure they meet the children's individual needs consistently, which in turn helps them to achieve their learning goals.
- The management team follows robust recruitment and vetting procedures to ensure that all staff are suitable to work with children. Staff undergo an induction to prepare them for their roles, and they benefit from opportunities to nurture their well-being. However, staff coaching and supervision are not effective in helping all staff to understand how to support children's learning well, or to ensure that every child benefits from good-quality education.
- Staff have a good understanding of the signs and symptoms that might indicate a child is at risk of abuse or neglect. They understand the correct procedures to follow in the event of any concerns about a child or adult to safeguard their welfare. Staff use checklists to monitor safety in the areas children use. However, this does not ensure that high standards of safety are maintained in all outdoor play spaces. Some wooden structures have screw heads protruding, which could cause an injury.
- Parents share positive views regarding the care of their children. They state, for example, that staff communicate well with them, inform them of their babies' daily routines, and involve them in their children's development.

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
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ensure that staff coaching and supervision are effective to develop staff's interactions with children, and to ensure all children benefit from good-quality education	05/03/2024
ensure risk assessments are effective to identify and remove all risks to children in the garden.	31/01/2024

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

- develop staff practice further to help children learn how to manage all aspects of their personal hygiene consistently well.

Setting details

Unique reference number	EY559728
Local authority	Dorset
Inspection number	10327457
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	90
Number of children on roll	125
Name of registered person	Archway Nursery Limited
Registered person unique reference number	RP559727
Telephone number	01258 454602
Date of previous inspection	12 January 2022

Information about this early years setting

Archway Nursery school registered in 2018. The group operates from Pimperne, Dorset. It opens each weekday, from 7.45am to 6pm, all year round. The group receives funding to provide free early years education for children aged two and three years. The group employs 21 staff to work with children, 18 of whom hold appropriate qualifications at levels 2 to 6. It also employs office and kitchen staff.

Information about this inspection

Inspector

Bridget Copson

Inspection activities

- The inspector discussed any continued impact of the pandemic with the deputy manager and has taken that into account in their evaluation of the deputy manager.
- The deputy manager joined the inspector on a learning walk and talked to the inspector about the curriculum and what they intend children to learn.
- The inspector observed activities and the quality of staff's interactions with the children. She discussed the effectiveness of an activity with the deputy manager.
- The inspector talked to the deputy manager and staff at appropriate times throughout the inspection.
- The inspector took account of parents' views.

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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