

Inspection of Bookworms Nursery

Farnborough College of Technology, Boundary Road, Farnborough, Hampshire
GU14 6SB

Inspection date: 8 June 2022

Overall effectiveness

Inadequate

The quality of education

Requires improvement

Behaviour and attitudes

Good

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

Although children feel safe in staff's care, their welfare is put at potential risk. This is because staff have a poor understanding of some safeguarding procedures. However, children do form positive relationships with staff, who are warm and caring. Children receive reassurance and comfort. For example, babies are calmed with cuddles and soothing words.

Sometimes, staff do not use their knowledge of children's development well enough or complete required assessments of their progress. This means that they do not consistently and promptly identify and address gaps in children's development. However, despite this, children enjoy a broad range of activities, which they engage in with enthusiasm. For example, older children explore sensory materials with their hands. This helps to strengthen their muscles and support their readiness for early writing. Babies develop their language skills well. They demonstrate this when they join in with words and sounds from familiar rhymes and songs. Children help to tidy up activities, which promotes their sense of responsibility. They develop some self-care skills and independence, although this is not always consistently promoted.

Staff engage with children and provide some good quality interactions, such as talking to them and asking questions. However, they do not have a good enough understanding of how to support children who speak English as an additional language. This does not fully encourage children to develop their home language alongside English.

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

- Leaders fail to monitor the quality of the provision to ensure weaknesses are identified and acted on effectively. Staff working with children who have designated safeguarding lead (DSL) roles do not have sufficient understanding of their roles and responsibilities. Furthermore, other staff do not demonstrate a clear knowledge of external safeguarding processes. This compromises children's welfare. Some staff have not had regular, individual supervision meetings. This does not help identify gaps in staff's knowledge and understanding, to provide support and training to develop their skills and practice.
- Staff working with the children work well as a team and support each other. This promotes their sense of well-being. The recently appointed acting manager and the staff team are beginning to identify improvements. For example, they plan to develop the garden to make this more suitable for babies to use.
- Overall, staff demonstrate a secure understanding of the curriculum intentions and, generally, they provide interactions that support children's learning well. This helps most children gain the skills and knowledge they need for their future

learning. For example, staff give babies positive encouragement to feed themselves with a spoon. Staff know children well. However, they do not complete required progress checks for all two-year-old children or use their knowledge of gaps in some children's progress effectively. This means that gaps in children's development are sometimes not acted on quickly enough. This does not ensure that children receive the support they may need, to help them make further progress.

- Although, staff are caring towards children, at times, they do not fully consider children's individual backgrounds to support these more meaningfully. This includes supporting children to use and hear their home languages alongside English. Staff encourage children to develop some self-care skills and independence, including managing their own clothing. They sometimes do tasks which older children particularly can do for themselves. For instance, at snack and lunchtimes.
- Staff promote children's good health. Children are offered healthy snacks and meals. They follow good hygiene routines, such as washing their hands before eating. Children spend time being active and energetic. For instance, older children enthusiastically kick balls and safely use wheeled toys outside. Babies are able to sleep when they need to, which supports their well-being effectively.
- Children mostly behave well. Staff are good role models to them. They are kind, respectful and are very caring. They guide children in understanding their feelings and emotions, such as talking about these. This helps children understand the behaviour expected.
- Overall, parent partnerships are positive. Parents comment that their children are making progress, enjoy going to nursery, and that the staff are friendly, welcoming and supportive. Where partnerships with outside professionals are established, staff share information appropriately with them.

Safeguarding

The arrangements for safeguarding are not effective.

Children's welfare is put at risk. The DSL staff members and other staff lack a secure knowledge of external safeguarding procedures. They do not understand the roles of outside agencies and the correct processes to follow to manage concerns about other staff's behaviours and children's welfare. However, all staff understand the internal safeguarding referral arrangements. They demonstrate they are able to recognise possible signs and indicators that would raise their concerns. Staff understand how to promote a safe environment for children. They respond to potential risks and hazards as they occur to minimise potential dangers to children, for example wiping up spilt water on the floor.

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
train all staff, including those who hold designated safeguarding lead responsibilities, to understand the safeguarding policy and procedures, to ensure they have a secure understanding of external referral processes and are confident about these	06/07/2022
complete a progress check for all children when they are aged between the ages of two and three, to help identify any concerns about their development, and when necessary use the information known about any gaps in children's development, to promptly seek help and advice, to support their learning	06/07/2022
ensure staff receive regular supervision meetings to help identify any gaps in their knowledge and understanding, and provide support and training, to develop their knowledge, skills and practice effectively.	06/07/2022

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

- monitor the quality of the provision, to enable weaknesses in practice to be quickly identified and addressed, to raise the overall quality of the provision to a good level
- develop staff's knowledge and understanding of how to support children who speak English as an additional language, so that they can continue to develop their home language alongside English
- build more opportunities for children to develop independence, to further enhance their skills for the future.

Setting details

Unique reference number	154373
Local authority	Hampshire
Inspection number	10234265
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	35
Number of children on roll	46
Name of registered person	Farnborough College of Technology
Registered person unique reference number	RP903516
Telephone number	01252 407080
Date of previous inspection	15 March 2017

Information about this early years setting

Bookworms Nursery registered in 2001. It operates from Farnborough College of Technology, in Farnborough, Hampshire. The nursery is open Monday and Wednesday from 8.30am to 5.30pm, Tuesday and Thursday from 8am to 5.30pm, and Friday from 8.30am to 4.30pm, during term time only. The nursery receives funding for the provision of free early education for children aged two, three and four years. The provider employs six members of staff, of whom five hold relevant early years qualifications at level 3.

Information about this inspection

Inspector

Sheena Bankier

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 acting manager took the inspector on a learning walk of the nursery and explained the curriculum intentions.
- Discussions were held with the staff at appropriate times during the inspection and meetings were held with the acting manager and senior leadership team.
- The deputy manager and inspector jointly observed an activity together and then evaluated the quality of teaching and impact on children's learning.
- The inspector spoke to some parents to gain their views and feedback about the nursery.
- The inspector interacted and chatted with children during the inspection to find out about their interests and activities.

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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