

Inspection of Venn Boulevard Nursery

The Boulevard Nursery, 172 The Boulevard, Hull, E Yorkshire HU3 3EL

Inspection date: 14 July 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children settle quickly on arrival. They demonstrate high levels of confidence as they move around the nursery to explore the wide range of resources accessible to them. Children establish strong bonds with the nursery's staff. Their behaviour and their attitudes to learning are outstanding. Children display keen interests in their play and are eager to join in. For example, they spend time exploring the outdoor resources, such as water play and climbing, with their friends. Children develop their creative skills as they identify their own facial features and draw self-portraits. Staff incorporate children's interests and learning needs into activities, which help to highly motivate children to learn. For example, they plan daily activities in the fresh air to support those children who prefer to learn outdoors. As a result, children become immersed in their play.

Children know what makes them similar and different and learn to respect and appreciate diversity in the wider community. Babies confidently explore. They choose to join in activities with two-year-old children, such as making marks with their hands in flour. Younger children learn the names of objects and match animals to the sounds that they make. For example, staff ask 'What animal roars?' Children have consistently positive attitudes to their learning and keep trying, even when they come across a challenge. For example, young children persevere until they learn to move with coordination and balance on wooden blocks.

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

- All children, including those who speak English as an additional language and those with special educational needs and/or disabilities, make good progress from their starting points in learning. The manager and staff monitor children's progress successfully. They accurately identify aspects of children's development where they need additional help and implement targeted support. Staff work closely with parents to make referrals if needed, to quickly seek support from other professionals.
- Parents speak positively about the care which their children receive. They feel that their children's needs are met and that they progress well in their learning. Parents appreciate the support and ideas to help them to continue their children's learning at home.
- Leaders place a strong emphasis on monitoring children's attendance. They work very closely with parents to promote children's attendance and place the utmost importance on children's welfare.
- Staff have consistently high expectations of children. Children learn what is acceptable, and how some behaviour can upset and hurt their friends. Staff skilfully support children to manage their feelings and to teach them right from wrong. Subsequently, children display excellent behaviour and treat others

exceptionally well.

- Staff place a strong emphasis on developing children's speech and language skills. They ask children questions about their play and children respond appropriately. Staff use sign language and pictures when communicating with children to help those less able to understand. For example, with children who speak English as an additional language. They introduce a word of the week and a book of the week, which helps to thoroughly embed children's knowledge and understanding. Staff engage children in small-group activities that focus on reducing gaps in their communication and language.
- Staff prepare healthy food on site and children eat heartily. They pay careful attention to children's dietary requirements and religious beliefs when preparing food. Staff discuss healthy eating and children develop a strong understanding of the importance of healthy lifestyles on their physical well-being.
- Staff support children's independence excellently. They help children to make their own sandwiches, model how to use cutlery and show children how to wash their dishes when they have finished. Children behave courteously at the table and demonstrate high levels of confidence in social situations. These skills help children to gain an excellent sense of responsibility.
- The enthusiastic manager successfully leads a motivated, well-qualified team of staff. They are highly skilled in motivating the children. Staff attend some training opportunities. For example, they have recently improved their understanding of how to communicate effectively with children. However, although staff have regular supervisions, specific training opportunities to improve staff's individual knowledge and skills have not yet been implemented.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good knowledge of child protection issues. They can confidently identify the signs and symptoms which may indicate that a child is at risk of harm. Staff know who to contact if they have concerns about a child's safety and welfare. Staff are fully aware of their roles and responsibilities to keep children safe, including a range of safeguarding issues. Staff maintain a safe environment for children. They complete thorough risk assessments to help ensure that the premises are safe and suitable for children. The manager has robust recruitment procedures in place to ensure that all staff are suitable to work with children.

What does the setting need to do to improve?

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

- improve further the leadership of the setting to provide an even greater focus on staff training, knowledge and understanding.

Setting details

Unique reference number	2559870
Local authority	Kingston Upon Hull City Council
Inspection number	10225990
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 3
Total number of places	38
Number of children on roll	33
Name of registered person	Venn Academy Trust
Registered person unique reference number	2559869
Telephone number	01482 585203
Date of previous inspection	Not applicable

Information about this early years setting

Venn Boulevard Nursery registered in 2019 and is located in Hull. It employs eight members of childcare staff. Of these, six hold appropriate early years qualifications at level 3 or above, including the nursery manager who holds a qualification at level 6. The nursery operates during term time from 8.30am to 3.30pm, Monday to Friday. It provides funded early education for two-year-old children.

Information about this inspection

Inspector

Kerry Holder

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the nursery.
- The inspector spoke with staff and children during the inspection. She completed a joint observation of an activity with the nursery manager.
- The inspector held a meeting with the nursery manager, and spoke to parents to seek their views and comments.
- The inspector checked evidence of staff's suitability and qualifications. She discussed the nursery's self-evaluation and the impact this has on the setting.
- The inspector viewed all areas of the premises used by the children. She observed the quality of teaching during activities and assessed the impact this has on children's learning.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2022