

Inspection of Boomerang Kids

Saltdean Barn, Saltdean Oval Park, Arundel Drive West, Saltdean, Brighton, East
Sussex BN2 8SJ

Inspection date: 29 November 2019

Overall effectiveness **Good**

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

What is it like to attend this early years setting?

The provision is good

The highly dedicated managers and staff are passionate about encouraging children to reach their full potential. They provide an inclusive, homely environment, where children are cherished and their uniqueness and individual needs are celebrated. The nurturing approach of staff helps all children to feel very happy, safe and secure. Children develop a strong sense of self-esteem and have confidence in their abilities. All children progress well from their starting points, regardless of their circumstances. Staff support children with special educational needs and/or disabilities, and those who receive additional funding or speak English as an additional language, very well. They work closely with parents and outside professionals to share expertise and put successful strategies in place.

The managers and staff have high expectations for what all children can achieve. They provide a broad and ambitious curriculum based on expanding children's experiences and supporting their interests. Children enjoy varied activities, such as building in the 'construction site', exploring ice blocks and acting out their favourite stories. Staff have a positive focus on using nursery rhymes to support children's language development. For example, all children have their own song key ring, to which staff add the lyrics for two new nursery rhymes each month. Children then eagerly sing and practise at home with their parents, supporting new vocabulary and strong language development.

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

- The managers monitor the progress children make in their learning very closely. They organise the curriculum to close any gaps quickly and ensure all children receive diverse and well-tailored learning experiences. For example, children regularly visit the local retirement home, where they eagerly meet, play and sing with elderly residents. They also benefit from a wide range of other outings, such as to the post office, library and beach. They are fully involved in buying items, choosing books and exploring their local community and nature. Experiences like these help children to understand and respect their community and learn about people different from themselves.
- All staff know the children closely and most support children's learning very well. For example, pre-school children have been excitedly engaging in activities linked to a recent visit from a 'secretive dragon'. They delight in looking for footsteps, caring for the dragon egg left behind and sharing their ideas about what the dragon could be like. Staff build on children's enthusiasm skilfully, offering further experiences, such as making play dough party food for when the dragon returns.
- Staff are strong role models and build wonderful bonds with children. They are highly attentive to children's needs and help children of all ages to settle quickly

into nursery life. Babies are very confident, self-assured and eager to discover. They learn new words quickly, delight in exploring messy and sensory play and show excellent early physical development. Staff provide a warm and loving atmosphere where babies thrive. The spacious garden is very well resourced, and older children, in particular, are extremely physically active, adventurous and imaginative in their outdoor play.

- The dedicated managers support their team very well. They have a strong vision for the nursery and reflect continuously on how they can improve. For example, they have recently focused on making the resources and environments more natural and open ended, which has helped ignite children's creativity and imaginations further. The managers lead by example and often spend time in the playrooms, monitoring practice and offering guidance and coaching. However, support for newer members of staff is not yet fully embedded. They need further support to make better use of their interactions with children and raise the quality of teaching to a consistently high level.
- Staff support children's behaviour consistently well and children respond positively to their high expectations. Children are very kind, considerate and respectful of one another. They make strong friendships and thoroughly enjoy playing together. For example, children delight in acting out stories together, building complex structures out of blocks and using torches to explore the nursery. Children are very aware of the nursery rules to support their good behaviour and safety. However, the managers and staff have not focused on how to support children's understanding of the potential risks involved with using the internet at home.

Safeguarding

The arrangements for safeguarding are effective.

The managers give safeguarding high priority and there is a strong shared approach to keeping children safe. All staff receive regular and thorough training and fully understand how to identify the signs that a child's welfare may be at risk. They know who to contact for further advice and how to escalate any concerns. The managers encourage regular discussion about wider safeguarding issues, such as extreme views and behaviours. Staff work hard to ensure the environment is safe and vigilantly supervise children to help minimise risks of accidents.

What does the setting need to do to improve?

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

- focus on the practice of newer staff members and support them to make full use of their interactions with children to extend children's learning and experiences
- introduce ways to teach children how to identify and manage the potential risks when using the internet.

Setting details

| | |
|--|---|
| Unique reference number | EY298720 |
| Local authority | Brighton and Hove |
| Inspection number | 10128597 |
| 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 | 0 to 11 |
| Total number of places | 81 |
| Number of children on roll | 144 |
| Name of registered person | Boomerang Kids Ltd |
| Registered person unique reference number | RP525208 |
| Telephone number | 01273 390900 |
| Date of previous inspection | 15 December 2015 |

Information about this early years setting

Boomerang Kids registered in 2005 and is located in Saltdean, Brighton and Hove. It is open five days a week, from 7.30am to 6.30pm, for 51 weeks of the year. The setting receives funding to provide free early education for children aged two, three and four years. The setting has 25 staff. Of these, 22 have childcare qualifications from level 2 to level 7.

Information about this inspection

Inspector

Ben Parsons

Inspection activities

- The inspector was given a tour of the nursery by the managers and carried out a learning walk to discuss the curriculum.
- The manager and the inspector discussed the play activities and children's learning during the inspection and undertook a joint observation of an activity.
- The views and opinions of the staff, children and parents were taken into account during the inspection.
- The inspector observed children's play and assessed the impact of staff teaching.
- The inspector sampled some of the setting's documentation, including staff suitability records.

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 2019