

# Bristol University Day Nursery

Inspection report for early years provision

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**Unique reference number** 106918  
**Inspection date** 18/04/2011  
**Inspector** Debbie Starr

**Setting address** 34 St. Michaels Park, Kingsdown, Bristol, Avon, BS2 8BW

**Telephone number** 0117 9276077

**Email**

**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## Description of the setting

Bristol University Day Nursery is run by the University Nursery Parents Association, primarily to provide care for the children of students and staff. The nursery opened in 1979 and is located close to the university buildings in the Kingsdown and Clifton area of Bristol. It is based in two adjoining Victorian terraced houses that were converted for their current use. The building is owned and maintained by the university.

There are three base rooms on the ground floor, two of which are allocated to babies and children aged under two years, with separate baby and toddler rooms. Children aged between two and five years are based predominanatly on the first floor. There is a fully enclosed garden for outside play. This is divided into two separate areas, which are used according to children's age.

The nursery operates all year round, apart from bank holidays and other times when the university is closed. Opening times are Monday to Friday, from 8:30 am to 5:30pm. This includes a holiday club. The provision is registered by Ofsted on the Early Years, and compulsory and voluntary parts of the Childcare Register. There are currently 93 children on roll within the age range of the Early Years Register and two children within the age range of the compulsory part of the Childcare Register. The nursery offers support to children who have special educational needs and/or disabilities. The nursery receives funding for the provision of free early education to children aged three and four years.

The nursery employs 21 members of staff who work directly with the children. Most staff including the manager hold Level 3 Early Years qualifications. In addition one member of staff is working towards a degree in Early Childhood Studies and holds her Early Years professional Status. The deputy also holds her Early Years Professional Status. The nursery receives teacher support from the local authority. The nursery has received validation for the Baby Effective Early Learning Programme and Effective Early Learning Programme and is working towards the Bristol Standard for Early Years Care.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff have a good knowledge and awareness of children's individual needs enabling them to promote and safeguard their welfare effectively overall. Children make good progress because staff are knowledgeable about how children learn and use their skills effectively to support children's development. Highly positive partnerships with parents contribute overall to improvements in children's achievements and development. Effective links with other early years providers that children attend are not yet established. The nursery demonstrates a strong capacity for continuous improvement through effective review and reflection of the provision that brings about good outcomes for children.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- review routines to promote children's understanding of healthy lifestyles and procedures that safeguard children's health with regard to access to the baby room, availability of drinking water and hygiene routines
- establish links with other early years providers that children attend and develop further the two way flow of information with all parents to ensure continuity in children's care learning and development
- extend opportunities for children to recognize their own and others unique qualities through meaningful experiences that fully embrace their diverse cultural backgrounds.

## **The effectiveness of leadership and management of the early years provision**

Robust arrangements ensure that all adults working with children have undergone suitable vetting procedures. Effective induction, ongoing training and regular review by staff ensure that children are effectively safeguarded because staff have a good knowledge and understanding of child protection issues and reporting procedures within the nursery. Staff are vigilant in assessing risk and safeguarding children's welfare overall. This is well demonstrated through procedures such as, security arrangements on entering the premises, daily visual checks of the premises and the secure storage of all mobile phones. However, although staff working in the baby room wear slippers, young children's health is not fully safeguarded as others entering this area wear their outside shoes. Required records are well maintained and shared with parents. Ongoing review of the environment by staff ensures children easily access an interesting range of good quality, well organized toys and resources that support their learning both inside and outside. Staff have a good knowledge of individual children's backgrounds and needs overall, however, this is not fully embraced through activities and experiences that reflect the diverse cultural backgrounds of all children that attend.

Highly positive partnerships with parents are established and children's individual needs are identified and supported well overall. Parents are very complimentary about the care given to their children and the progress they make. Parents are well informed of the nurseries working practices through regular clear informative documentation, daily discussion with staff about children's welfare and involvement in activities and achievements, play and stay sessions and regular parent meetings. Parents are encouraged to share what they know about their child's interests and achievements. However, this is not yet fully effective with all parents so as to bring about a two way flow of information that ensures continuity in their child's learning and development. Partnerships with external agencies promote the sharing of information and are used effectively to ensure that each child is given the support they need. Links with other early years providers that children attend, however,

are not yet established.

The motivated management and staff team make effective use of ongoing self-evaluation that includes a range of recognised quality assurance schemes, the views of parents, network meetings with other providers and support of the local authority consultant to reflect upon the provision. Recommendations from the last inspection have been addressed fully. Future actions are well chosen and carefully planned so that the impact is evident. For example, review of the assessment system enables staff to clearly identify and as a result effectively support children's next steps in learning. Whilst the recently enhanced and ongoing development of the outside area plays an integral part in children's learning. The management team and committee have a clear vision for the future and have high expectations of staff who are supported effectively to develop their knowledge and skills through training. The nursery demonstrates a strong commitment to their continuous improvement.

## **The quality and standards of the early years provision and outcomes for children**

Children are supported well by staff when they first join the nursery. Close working with parents ensures that routines for babies and young children are consistent with home and parental wishes. Children of all ages form strong attachments to staff. They are happy, settled and confident, displaying a strong sense of belonging. The well deployed staff group ensure children are suitably challenged. This is achieved through a balance of well planned and purposeful adult and child-led activities that are based upon accurate observations and assessment. As a result, children overall make good progress in relation to their starting points and capabilities. Children from a young age are curious and eager to explore the world around them through their senses. They use their fingers to explore corn flour and water, wet sand and glue when creating their own pictures using a range of tools such as scoops, containers and spreaders. Staff effectively support less confident children and introduce books to develop the activity and words to support their emerging language to describe textures. Use of baby signing enhances the communication between staff and young children. Babies show a strong interest in developing fine motor skills using crayons and chalks. Their developing mobility is well supported through the lay out of the room giving space to crawl and plenty of low level surfaces on which to support themselves. Young children eagerly look at books and listen intently to staff responding to their questions.

Children throughout the nursery enthusiastically join in action songs such as "Jumping beans" and sing familiar phrases. Children are eager to try new experiences and effective use of props and open-ended questioning supports children to recall stories and suggest what happens next. Children develop their own ideas and extend these when using the props independently. Children throughout the nursery use number spontaneously for example, when informing the inspector how old children are to use metal cutlery safely. Children develop good problem solving skills with effective guidance from staff as they freely access computers, manoeuvre objects on screens and work out how to use sound boards

to record their own voice. Young children persevere as they match and sequence puzzles. Children show great interest in re-enacting their experiences, for instance, when playing with a well stocked doctor's kit that includes gloves, a model of a skull, a set of teeth and an x ray of a hand.

Children demonstrate a satisfactory understanding of healthy lifestyles. Some activities support children to follow good hygiene routines such as the use of paint to show how germs are spread. However routines when they take themselves to the toilet are not consistently supported throughout the nursery. Drinking water is not always freely accessible for all children so that they can independently help themselves to drinks when thirsty. Children enjoy being in the fresh air in the garden and learn to use challenging equipment such as the climbing net and wobbly bridge safely. Children understand the importance of wearing hats when playing in the sun. Children respond well to the frequent praise and clear and consistent approach of staff, consequently their behaviour is good. Children show consideration for each other and effective use of sand timers supports them to play cooperatively together, take turns and share. Consequently they develop good skills for the future.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met