

# Bristol Day Nursery

C/o David Lloyd Tennis Centre, Ashton Road, Bristol, Avon, BS3 2HB

<b>Inspection date</b>	07/05/2013
Previous inspection date	08/04/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

## The quality and standards of the early years provision

### This provision is good

- Key persons focus well on gaining information about children's starting points to meet the needs of the individual children and their families.
- Staff use detailed observation with good effect to plan many interesting challenging experiences, particularly to promote children's communication and language.
- Children benefit from good quality, accessible resources which are attractive, stimulating and varied to support their play choices and interests.
- A key strength is staff's commitment to involve parents from the beginning, using their knowledge about the children to promote and monitor their learning and development.
- Children benefit from good quality, accessible resources which are attractive, stimulating and varied to support their play choices and interests.
- The management has a clear vision to enhance the monitoring of the provision and to encourage staff through supervision and professional development.

### It is not yet outstanding because

- Staff do not always make full use of everyday opportunities to promote consistent support for children's growing independence skills.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the three play rooms and the outside learning environment.
- The inspector had discussions with management, staff, children and parents.
- The inspector undertook a joint observation with the training and development area manager in the pre-school room.
- The inspector sampled a range of documentation including the self-evaluation form and improvement plan, children's records, planning, safeguarding procedures, policies and information from one of the parents' surveys.

## Inspector

Angela Cole

## Full Report

### Information about the setting

Bristol Day Nursery is part of Asquith Court Nurseries Limited and registered in 1996. It operates from three rooms in the David Lloyd Tennis Centre in Ashton, Bristol. It is situated next to the park and ride facility on the edge of Long Ashton village. The nursery serves a wide surrounding area and members of the tennis centre. The nursery opens each weekday from 7.30am to 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are currently 68 children aged from three months to under five years on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 21 members of staff; of these, 17 staff hold appropriate early years qualifications and two are working towards a qualification. There are three staff with level 6 qualifications and one holds Early Years Professional Status.

### What the setting needs to do to improve further

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

- support children's increasing independence in selecting and carrying out activities by organising resources and routines to enable freedom of choice.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

The staff have a strong impact on children's learning and development so that each child makes good progress in relation to their starting points. They strongly focus on the first week's observations so they are well aware of children's initial capabilities and create early plans for learning. They consistently use a strongly developed programme for planning and assessment throughout the nursery to promote learning in the Early Years Foundation Stage. Key persons have a good understanding of the required two-year-old progress check and make detailed, positive reports that include parents' and carers' comments. They base these securely on the frequent, detailed summary reports shared with the parents of each child in the nursery. Staff observe their key children closely, making detailed observations in each area of learning to devise their weekly next steps for learning. They have a particularly good knowledge and understanding of their key children's interests and how to plan to promote the required learning through each child's chosen play. Staff often demonstrate great enthusiasm and energy in responding to children's ideas as they engage in their chosen play. For example, they effectively support children joining puzzle pieces outdoors and others engrossed in flying the kites they chose

to make. Occasionally, children are not fully encouraged to do things for themselves, including sweeping up spilt sand or clearing the table after visiting the 'rolling' caf. This limits children's increasing independence.

The educational programmes for all areas of learning effectively help children to progress towards expected levels of development. Babies, toddlers and pre-schoolers have good support to achieve in their personal, social and emotional development. They enjoy the challenges to develop physically using large and small muscles. Children receive plenty of well focused stimulation in the different spaces, achieved through daily use of indoor and outdoor learning areas. Staff are attentive and skilfully extend children's speech and language. Babies and children respond eagerly to the adults' stimulating conversations about things that interest them and their chosen activities. Effective approaches to teaching children to communicate, use language and to develop early reading and writing skills have a noticeably good impact on children's learning. Babies and younger children enjoy looking at books before they take them to staff, who continue their conversations about, for example 'the kitten looks wet'. Babies become engrossed in making marks by dribbling paint and glue and two-year-olds choose to draw and 'write' their own words. Pre-school children are particularly well engaged in suggesting words beginning with the same letter sound, including their names.

Children benefit from being well prepared to move between nursery rooms and onto school. They gain confidence in organising their time and activities and become keen, confident learners who concentrate well. Children persevere as they enjoy their activities, including those that they develop for themselves and those led by adults. From an early age, children engage in a wide range of activities to gain mathematical and technology skills. Younger children experiment with shapes and explore quantities, for example through sand and water play. Older children confidently include numbers in their conversation and deftly use technology, including moving pictures on a smart board to illustrate stories. Babies and children have ample opportunities to develop understanding of their environment. They recognise family photographs and talk about their weekend activities, including those shared with a soft toy from the nursery. They water plants and help to prepare vegetables they grow. Younger children receive particularly good support to explore using their senses. They investigate a wide choice of different media and materials set out, for example in displays and baskets of materials and safe, household objects. Those children over two years old express their varied ideas well through art, design and imaginative activities. For example, they negotiate roles to develop play around themes of 'babies' and a 'shoe shop'.

### **The contribution of the early years provision to the well-being of children**

The nursery's care practices support children to feel emotionally secure and effectively help children to be physically, mentally and emotionally healthy. Staff consistently implement well established procedures so that caring key persons, and their buddies, welcome and support families and share much information about children. As a result, all babies and children form close bonds and secure emotional attachments to their carers. Children confidently seek staff out for reassurance whenever needed. They have a positive

approach to new experiences, as well organised routines, which help them to feel secure and confident.

The nursery's consistent, effectively thought-out systems for caring for children result in children being happy. Babies and toddlers respond well to the staff's consistent sharing of expectations and show a good example themselves; older children help to set their own 'golden rules' so that they understand how to behave and the reasons for this. Younger children demonstrate that they know how to share resources; children in the pre-school form strong friendships and are learning to play cooperatively and to negotiate with others, for example during memory games. Children develop well as they explore their surroundings. They move freely round the spaces, choosing quality resources from low-level storage to help them control their learning and build their confidence. They are helpful and willingly take on responsibility, for example tidying away before moving outdoors.

Staff support children well to develop an understanding of the importance of a healthy lifestyle. Children receive good support to learn to manage their own hygiene and personal needs. They learn about the importance of a healthy diet, although their choice of fruit is sometimes limited during morning snack times. Staff take babies outside each day into the fresh air to develop their balance and coordination and explore interesting resources through their senses. Mobile children enjoy weekly 'stretch and grow' sessions to encourage thinking about their bodies and how to keep themselves healthy as they grow up. Children are keen to play outside, although staff do not maximise the times they may choose to be outdoors. Children learn to keep themselves safe. They balance on a see-saw, pedal around tyres and use more challenging soft play and climbing equipment on visits to other areas on site.

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

The management robustly supports staff to work well as a team, including through recent changes of leadership. All play their part in fulfilling their responsibilities to effectively meet the safeguarding and welfare requirements. Staff have a strong understanding of how to keep children safe, including how to respond to any concern about a child. The company provides frequent training for the staff about child protection so staff revise this regularly in-house. Staff review detailed, written risk assessments through daily checks, including those concerning security, outings and changes to the outdoor environment. The nursery effectively maintains all required documentation, including the safeguarding policy and the record of staff suitability. Staff have a good knowledge of all required procedures, including when to contact the regulator. The well-maintained adult-to-child ratio enables staff to focus on supervising children all of the time and ensures their safety.

The committed senior management team work closely with staff to reflect on the nursery's provision and they complete evaluations and development plans in good, focused detail. They value advice and ideas for good practice, including from the local

authority adviser and through links with other nurseries. They have conscientiously implemented recommendations from the previous inspection, including enhancing sensory experiences for babies. Using children's interests and parents' views, for example from written and regularly repeated surveys, the team accurately assesses what they offer to children and their families. They comprehensively plan many areas for development. These include enhancing partnership working with all parents and extending outdoor provision, including through the skills of a staff member trained in forest play. Particularly good attention is given to ensuring employment and vetting procedures are fully understood. Regular in-depth appraisal and supervision procedures effectively support staff development through varied training. This has a good impact on children's learning, for example regarding their early talking skills.

The management has a particularly good understanding of their responsibilities in meeting the Early Years Foundation Stage learning and development requirements. The senior staff monitor the planning and delivery of the educational programme effectively so that all groups of children make good progress, including the youngest children. Parents and carers enthusiastically welcome the good provision for their children. They appreciate the frequent, personal two-way communication about the children's achievements and experiences. They feel well involved in aspects of the nursery's organisation, including monitoring of their children's progress. They choose the nursery because staff make their children feel at home and follow their routines. They praise the individual skills of the friendly, reliable and helpful staff, especially their close relationships with the children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
-------	-----------	-------------

Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	EY286451
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	917648
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	45
<b>Number of children on roll</b>	68
<b>Name of provider</b>	Asquith Court Nurseries Limited
<b>Date of previous inspection</b>	08/04/2009
<b>Telephone number</b>	0117 953 2830

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, 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 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

