

Great Expectations Day Nursery

26 Baugh Gardens, Downend, Bristol, Avon, BS16 6PP

Inspection date	30/10/2013
Previous inspection date	12/03/2009

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

The quality and standards of the early years provision

This provision is outstanding

- Staff provide a rich, highly stimulating environment, which motivates children to become independent, creative learners.
- The management team is highly effective in evaluating the provision to maintain and improve the excellent outcomes for children.
- The excellent key person system and partnership with parents ensures that staff have an outstanding awareness of each child, so they meet their individual care and learning needs exceptionally well.
- Children's behaviour is exemplary; they demonstrate high levels of self-control and confidence because they build secure emotional attachments.
- Staff skilfully encourage children to solve problems, identify solutions and overcome challenges, throughout their play and activities, so they make rapid progress in their learning and development.

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.

Inspection activities

- The inspector observed children in all playrooms and in the garden.
- The inspector took account of the provider's self-evaluation and development plan, and parents' written feedback.
- The inspector carried out a joint observation with the manager.
- The inspector checked the safeguarding information and sampled documentation, including policies and procedures, and children's development records.
- The inspector spoke to the manager, staff, parents and children.

Inspector

Elaine Douglas

Full Report

Information about the setting

Great Expectations Day Nursery registered in 1999 and is privately owned. It operates from a converted house in the Downend area of South Gloucestershire. Children have use of three floors of the house as they move around activities in age related groups. There is no lift on the premises. All children use two playrooms and toilets on the ground floor, and three playrooms and toilets on the first floor. There is a further playroom on the second floor for the eldest children to use. In addition, there are kitchen facilities and an office on the ground floor. Children have access to an enclosed play area to the rear of the premises and a small garden at the front. The nursery is registered on the Early Years Register. There are currently 70 children on roll aged from two to four years. The nursery receives funding to provide free nursery education for children aged three and four years. The nursery supports children who are learning English as an additional language and children with special educational needs and/or disabilities. The nursery is open each weekday from 7.30am to 6pm, all year except for one week at Christmas and public holidays. Five staff work with the children. The manager and deputy have an early years degree and all other staff have an early years qualification at level 3. The nursery employs a chef. The owners also have a nursery for younger children in neighbouring premises, from which many of the children transfer. The manager and deputy oversee both settings.

What the setting needs to do to improve further

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

- use all opportunities to link sounds to letters to increase children's early reading skills further.

Inspection judgements

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

Children thoroughly enjoy learning because staff use their meticulous observations, and discussions with parents to identify children's individual learning styles and their interests. They gain extensive information on children's starting points and work closely with any adults involved with the child and family. This enables them to plan highly effectively to promote every child's next stages of learning and development. Staff exchange outstanding written and verbal information with parents and other settings children attend. This ensures a consistent approach and supports learning at home. Consequently, children make rapid progress in their learning and development.

Teaching is consistently of a very high standard. Staff have an exceptional knowledge of

how children learn and plan exciting activities. They then skilfully enable children to follow their own interests and extend their learning. For example, staff initiate an activity outside for children to predict what will happen when they use paint to mix colours; they test their ideas and describe their results. Children add more water until the paint becomes very runny. Then some children use brushes to paint different textures, while others develop their early writing skills forming shapes and letters. The rest work together using small pots to transport the liquid to drainpipes fixed on the wall and use large pots to collect it at the bottom. Staff observe, valuing children's independent activity and recognising when to ask excellent open-ended questions to support children's thinking. As a result, children describe problems and suggest ways of solving them. For example, as the pot at the bottom fills up staff ask what will happen and what the children need to do about it. The children comment it will overflow and they exchange it for another. Staff then ask why that's better and the children comment that it is bigger and can hold more.

Children make outstanding progress in their key areas of learning, preparing them exceptionally well for their next stage of learning and school. Children are extremely independent and well-motivated, as well as confident communicators. Staff encourage children to express what they are doing as they work out solutions to problems and find ways of achieving their goals. For example, children discuss and trial ways to stack three large containers and carry them to another area, without dropping them, so that they can fill them with water. Inside children move around in time to music and select instruments; using them in a range of ways. All children independently use a wide range of books, including some that they and the staff have made about themselves and their families. Children sit together making up stories as they look at pictures and recalling familiar words. Staff play 'I spy' at the children's request, sparked by playing with magnetic letters. Staff give children clues and encourage them to think of items beginning with that letter. However, they occasionally miss teaching opportunities to extend children's early reading skills further by linking letters with the sounds rather than their names. Staff skilfully extend children's learning through their daily routines, such as counting the steps as they go down them, setting their own place for lunch and washing up, and preparing their own snack.

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

The excellent key person and buddy system ensures children always have a special person to go to who knows them extremely well. Staff make home visits so that they can begin to build special bonds with the children and their families, before they start at the setting. Staff work very closely with parents to support children learning English as an additional language. They learn special words, such as the name for a child's comforter, in their first language. Children transfer between the two nurseries and the rooms, according to their individual needs. Staff involve parents fully and the key person visits with the child until they build a strong, secure relationship with their new key person. As a result, children settle quickly, are very secure and happy. This also supports them in having a positive attitude to starting school. Children behave exceptionally well because staff are outstanding role models. Children develop an extremely positive awareness of their own community and the wider world. For example, staff hired a neighbouring hall for the

nursery to host an international day, inviting parents to join in. Activities included, Rangoli hand painting, cultural cake competitions and flag making. The highly inclusive setting encourages children to have extremely positive attitudes to people's differences. Children enthusiastically talk about doing activities together because they are friends. They move around with high levels of confidence, demonstrating their sense of belonging and self-esteem.

Children thrive in the healthy environment, where staff give children's safety high priority and teach children excellent practices. For example, children pour themselves a drink of water promoting their physical skills and their health. They independently wash their hands, using soap and dry them with paper towels. Children explain that the reason they put their hand over their mouths when coughing is to stop the germs spreading. Staff follow very hygienic nappy changing practices and ask children what happens afterwards, to which they reply they 'need to wash hands'. Children gain an outstanding understanding of healthy eating, through growing their own produce and eating the home cooked meals. These include fish with cannellini beans and chorizo, for example. Children use a range of tools safely, for example cutting up fruit with safety knives. Children call to the staff to show them how they can jump safely and demonstrate pride when they land on their feet. Staff ask children what might happen if they leave too many toys on the floor and children comment that they may slip or trip. Therefore, children develop an extremely good awareness of safety.

Staff provide an exciting environment, which reflects children's backgrounds and allows them to elaborate their ideas both indoors and outside. Each age group can move freely around the whole space on that floor and after lunch, they swap floors so that all children have free access to the garden. The eldest children also have daily use of a room on the second floor, which provides additional resources and displays of their current projects. In addition, they have their individual draw where they keep their belongings and enjoy looking through their development records. Staff provide all in one wet weather outfits so that children can use the gardens all year round. Staff label the low-level containers and provide extensive, adaptable resources, so that children can use them in a range of ways and extend their own ideas. For example, children use large pieces of material to make capes and clothes and to build a den. Staff deploy themselves highly effectively and provide just the right amount of support to enable children to achieve their tasks, gain independence and challenge children's development. Visitors to the setting, such as the police, guide dogs and a pregnant mother, enhance children's learning. This enables children to learn from real experiences, which they develop in their role play.

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

The leadership and management team have an outstanding awareness of their responsibilities in meeting the requirements of the Statutory Framework for the Early Years Foundation Stage. They make rigorous checks on the suitability of staff and have high expectations of their abilities. Staff carry out vigilant checks of the premises and keep the premises and equipment clean to protect children's health. All required documentation

is in place and the provider informs Ofsted of any significant incidents or changes, as required. The manager has an excellent understanding of each child's development through a well-documented system to monitor children's overall progress. This includes the required progress check for two-year-old children. She uses the information very effectively to identify any gaps in children's learning and to address any gaps in teaching. Staff have prompts in each room to remind them of ways to promote effective teaching and learning.

The manager and deputy are excellent role models constantly striving to enhance their knowledge and provide even higher standards of care and learning for children. The deputy completed her degree this year and now wants to gain a qualification in Forest School skills, to develop children's understanding of safe risks in the natural world. Staff have specific roles and attend training to extend their knowledge of that particular role. For example, the equal opportunities officer has attended training updates. As a result, they have changed the physical environment for children, display pictures of children's families and reviewed their policies. Staff are trained in sign language so that they can support children learning English as an additional language and children with special educational needs, very effectively. All staff evaluate their training and the impact it has on children. All staff attend child protection and first aid training so that they all have an excellent awareness of the procedures to protect children's health and welfare. The manager regularly observes staff, evaluates their engagement with children and mentors them for their continuous professional development. She is now training the room supervisors to do the same. Outstanding systems of self-evaluation, take into account staff, parents and children's opinions, consequently the management make excellent progress in meeting the needs of their users.

Staff have excellent partnerships with parents. They encourage parents to get involved in the parents' representative committee, who meet with the management to provide feedback and suggestions. As a result, parents now receive information by emails and the owners installed a new security gate, which provides greater security for children. Parents also hold charity events and network groups for parents to get to know each other. Staff provide excellent information for parents to support care and learning at home, such as how to help support fussy eaters. Staff invite parents to stay and play, go on outings and enhance the staff awareness of cultural festivals. Parents comment extremely positively about the excellent provision and how staff understand the uniqueness of their child. Excellent links with other settings children attend and outside agencies ensure staff quickly identify children's needs and meet them exceptionally well.

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

Unique reference number	135996
Local authority	South Gloucestershire
Inspection number	908631
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	45
Number of children on roll	70
Name of provider	Mr David & Mrs Carmel Kearns Partnership
Date of previous inspection	12/03/2009
Telephone number	0117 9561632

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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.

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