

Snapdragons Nursery

The Wylands, Bristol BS11 0DA



Inspection date	25 September 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

The provision is good

- Staff receive good support to improve their teaching practice. Leaders encourage staff's continuous professional development. For example, apprentices receive ongoing support and all staff attend regular training.
- Activity planning is reflective of children's individual interests and needs, and well implemented by staff. This helps all children engage well in their play and they are eager to try new experiences.
- Strong partnerships with parents promote a shared approach to children's learning. Staff guide parents in sharing useful information about their children's achievements and interests. They involve parents in their children's learning at home and keep them well informed of children's progress and activities.
- Children benefit from daily outdoor play in the exciting outdoor areas. Staff guide children's risky play particularly well to help them to learn ways to keep themselves safe and to encourage independence.
- Staff provide good levels of support and care for children overall. Consequently, children are well settled and benefit from the positive interactions they have with staff.
- The manager is very ambitious and committed to providing the best possible learning environments and experiences for children. She continues to raise the already good-quality provision. She seeks feedback from staff, parents and children to identify areas for further development to help raise the quality to the highest level.

It is not yet outstanding because:

- Staff do not consistently consider ways to further enable babies and young children to make independent choices about their activities and lead their own play.
- Sometimes staff miss opportunities to help extend the language development of children who speak English as an additional language.

What the setting needs to do to improve further

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

- extend opportunities for the babies and youngest children to lead their own play so they can develop their own ideas and be more independent in making choices
- promote children's home languages more effectively, to provide maximum levels of continuity to help extend their language development.

Inspection activities

- The inspector held discussions with the manager and other leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching, inside and outside.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, and checked evidence of the suitability of staff to work with children.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection and of the nursery's self-evaluation.
- The inspector completed a joint observation with the manager.

Inspector

Dominique Allotey

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. Staff are aware of the potential signs and symptoms that children may display if being harmed. Leaders ensure that all staff understand the child protection policy at induction and regularly thereafter. They are aware of how to report concerns correctly to promote children's welfare. The manager and special educational needs coordinator work very well with other agencies to gain targeted support for children and their families. Leaders closely monitor the learning of individual and different groups of children, and potential gaps in learning are swiftly identified and addressed. The nursery is secure and good security measures help to keep children safe.

Quality of teaching, learning and assessment is good

Staff gather information from parents when children first start and use this well to plan activities to meet children's needs and interests. Staff make accurate observations and assessments of individual children's progress. They build on children's learning successfully and prepare them well for the next stages in learning and eventual move to school. Staff help children to develop good physical skills. For example, they encourage pre-school children to build challenging obstacle courses, and children carefully walk across balancing beams that they have built with planks of wood. Staff plan effectively to help develop children's social skills and speaking skills. For example, they increase children's confidence in smaller groups and use familiar games and activities to encourage them to participate. Younger children experiment and use their sensory skills as they make dough from a range of ingredients. Staff encourage the children to get involved as they add ingredients to the mixture.

Personal development, behaviour and welfare are good

Children's physical health is a priority. Staff provide a healthy and nutritious diet and reinforce positive hygiene practices. Activities away from the setting, such as forest school sessions, help children to be physically active and interact with nature. The homely and very stimulating environments are calm and welcoming. Children develop close bonds with nurturing staff who know them well. This helps them to feel happy and develop high levels of self-esteem. Children are well behaved. Staff work closely with parents to provide consistency. For example, staff working with babies mirror sleep routines from home to offer a continuity of care for the children. Staff encourage older children's independence skills well and give them opportunities to do things for themselves. For example, they help to prepare their own fruit in the children's own kitchen.

Outcomes for children are good

All children, including those in receipt of additional funding and those who have special educational needs, make good or at least typical progress from their starting points. Pre-school children learn about letter sounds in preparation for school. Toddlers begin to develop good mathematical skills as they build with blocks, count the amount of bricks and examine the colours. Younger children delight in developing their vocabulary as they join in with group singing activities. Children develop many good skills needed for future learning and are enthusiastic learners.

Setting details

Unique reference number	EY499802
Local authority	Bristol City of
Inspection number	10067430
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	0 - 4
Total number of places	124
Number of children on roll	117
Name of registered person	Snapdragons Nurseries Ltd
Registered person unique reference number	RP904902
Date of previous inspection	Not applicable
Telephone number	0117 986 1173

Snapdragons Nursery registered in 2016. It is a privately owned nursery situated in Shirehampton, Bristol. The nursery opens throughout the year from 8am until 6pm. The setting employs a manager, who has an early years qualification at level 3, and 29 other staff who work with the children. Of these, four hold early years qualifications at level 6, one holds an early years qualification at level 5, one holds an early years qualification at level 4, and 11 hold early years qualifications at level 3.

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