

# Bristol Day Nursery

Inspection report for early years provision

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**Unique reference number** EY286451  
**Inspection date** 08/04/2009  
**Inspector** Timothy Butcher

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

**Telephone number** 0117 953 2830

**Email**

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

## 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.

## Description of the setting

Bristol Day Nursery is part of Asquith Court Nurseries Limited. The nursery opened 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 on the edge of Long Ashton village. It serves a wide surrounding area and members of the Tennis Centre. A maximum of 45 children within the early years age range may attend the nursery at any one time. The nursery is open each weekday from 07.30 to 18.00 for 51 weeks of the year. There are currently 73 children on roll in the nursery, of these 15 receive funding for nursery education. The setting supports children with learning difficulties and/or disabilities. There is level access to the premises. The nursery employs five part-time and nine full-time staff. All staff hold appropriate early years qualifications.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. The individual needs of children are very closely met because an excellent partnership with parents exists and there is a strong emphasis on the provision of high quality care. Children are happy and make very good progress, given their starting points, because they thrive in a learning environment that is often vibrant. The whole staff team share a strong commitment to the continuous improvement of the setting.

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

To further improve the high quality early years provision the registered person should consider:

- reviewing the triggers for re-assessments of risk to be more responsive to planned changes in the environment
- continuing to develop the resources and learning environment outside so that babies have further opportunities to explore with all their senses

## The leadership and management of the early years provision

The quality of the leadership and management is excellent. A robust system of self-evaluation and monitoring ensures that action plans are well targeted to bring about meaningful improvements to the outcomes for children. The whole staff team is involved in this process and shares a clear ethos that puts the needs of children first. For example, as demonstrated by the improvements made to the outside areas for pre-school and nursery group and the planned further development of the area used by babies.

Inclusion is promoted throughout the setting through the clear identification of each child's individual needs. An effective key person system is in place. There is a strong partnership with parents and information is comprehensively exchanged.

Planning processes are responsive to the identified needs of children. Good links with other agencies ensure that other professionals are also able to contribute to the support of children's individual needs. The setting has begun to liaise with other early years providers to further develop continuity of care and learning. Children are encouraged to be meaningfully aware of diversity. For example, through a 'Food tasting from different countries' event that is planned, through activities around the celebration of religious and cultural festivals and through the use of diverse resources in everyday use.

Comprehensive policies, procedures and other documentation are well maintained and strongly support the smooth running of the provision and inclusive practices. There are no breaches of specific requirements. A robust system is in place to check the suitability of staff and as a result children are safeguarded. A well qualified staff team work enthusiastically with the children and are focused on providing high quality care and education.

## **The quality and standards of the early years provision**

Children relish their time at the setting. They are enthusiastic learners because the learning environment is made accessible and vibrant with a continuous provision of rich activities; these are well planned to be of interest to children and are well targeted to take them to their next steps in development. Free-flow activities encourage all children to exercise choice and to explore, often with all their senses. Children of all ages enjoy taking their play and learning outside with pre-school and nursery children particularly enjoying easy access. For example, inside, a child enjoys painting at an easel and concentrates hard to make brush strokes. The child explores using several sheets of paper to do so and with some sensitive help from a member of staff begins to understand that they are able to use the medium of paint to represent shape and people, as well as to load the paper with colour. The child then happily takes their play outside and continues to explore their painting further with a pallet of colours and a large plastic sheet hung at a comfortable height for them to paint on. Children strongly benefit from the warm and friendly approach from adults and from the good quality of the interaction. Children respond well to adults because they are treated with respect and all staff work skilfully to develop children's confidence and sense of self-worth.

Children make very good progress because all staff have a good knowledge and understanding of the Early Years Foundation Stage learning and development requirements and the skilled staff team confidently support children's learning. Staff continually extend topics of interest in order to build on children's learning. They ask questions to develop children's thinking, numeracy and communication skills. Accurate observations are routinely made for each child across each of the areas of learning and these strongly contribute to the identification of children's next steps in development. Planning is responsive to the identified needs of children and closely follows their interests. The information about a child's learning priorities are disseminated or displayed so that all staff in the room are able to help support each child's learning. Incredible 'Learning Journey' journals are used very effectively to map and record each child's progress across each area of learning. Good quality information about their child's progress is comprehensively shared

with parents and carers. They have good access to the record and are encouraged to contribute further information through comment slips.

Children have their health and safety strongly promoted because the whole environment is maintained to a high standard of hygiene and safety. A comprehensive assessment of potential hazards to children has been carried out and suitable safety measures are in place to reduce risks to them. Daily visual checks are undertaken to ensure measures remain in place, however, planned changes to the environment do not always trigger a re-assessment of risk. Access to the premises is secure and closely monitored. Babies freely reach, stretch, wriggle and crawl to safely explore alongside attentive staff. Outside surfaces are all-weather and child-friendly. Children are free to explore and experiment and to test out their skills in safety. They gain in self-care skills, such as when dressing to go outside and routinely find aprons to put on to protect their clothes.

Staff have a clear knowledge and understanding of their child safeguarding responsibilities and this is backed by the settings comprehensive policies and procedures.

## 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*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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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