

Court House Day Nursery

Court House Day Nursery School, 270 Wells Road, BRISTOL, BS4 2PU

| | |
|--------------------------|------------|
| Inspection date | 11/10/2012 |
| Previous inspection date | 17/10/2008 |

| 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 | | 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 know the children well as they understand their individual starting points and interests and support their learning effectively. Observations and assessments are thorough and clearly identify children's next steps.
- Children are settled and secure in the nursery through the positive, friendly interaction with staff. Children develop positive attitudes to each other and behave well.
- Staff work highly effectively with other professionals and parents to ensure children's individual needs are clearly identified and well supported. Good working relationships with local teachers support children to transfer smoothly into school.
- Strong leadership and management and thorough evaluative processes mean key strengths and areas for improvement receive high priority and result in improved outcomes for children.

It is not yet outstanding because

- Staff working particularly with younger children during some small group activities do not consistently engage with and support all children's 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
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as 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 for inspection 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
- 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 inspection was carried out by one inspector.
- The inspector observed children's play and staff interaction, indoors and outdoors.
- The inspector and manager undertook a joint observation of a group activity.
- The inspector talked with some staff in each room, one parent and held discussions with the manager.
- The inspector looked at the self-evaluation document, a selection of policies, procedures, staff suitability records, children's records and development plans.

Inspector

Debbie Starr

Full Report

Information about the setting

The Court House Day Nursery was first registered by the owner in 1987 and re-registered under the current registration in 2007. The privately owned company manages two sister nurseries in Bristol and South Gloucestershire. The nursery is located in Knowle, Bristol and operates from the ground floor of a converted property. Children have access to enclosed outside play areas.

The nursery is registered by Ofsted on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 7.30am to 6pm all year round except for Bank Holidays and Christmas. There are currently 78 children on roll within the early years age range. The nursery supports children with special educational needs and children who speak English as an additional language. The nursery receives funding to provide free early years education for children aged three and four years. The nursery employs 13 staff, the majority of whom have completed level 3 in National Vocational Qualification childcare training. There is one qualified teacher who works with children in the pre-school room.

What the setting needs to do to improve further

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

- improve staff practice particularly when working with younger children, so that they consistently engage with and support all children's individual learning and development. For example, during small group activities by giving all children their attention and by showing an interest in the words children use to communicate.

Inspection judgements

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

Children are happy and settled. They interact positively with caring and friendly staff who know the children well. Key persons establish warm and close relationships with children, creating security for babies and toddlers and encourage all children to explore their surroundings. Children make good progress in their learning and development in relation to their starting points. Staff plan a broad range of activities and experiences to cover the seven areas of learning both inside and outside. These interest and stimulate children, match their abilities and provide good challenge. The vast majority of staff have a good understanding of how children learn and the setting's observation, assessment and planning processes are thorough. Staff appropriately plan activities to promote the next stages of each child's overall development. Staff are skilled in enabling children whose starting points may be below others of their age to catch up or to meet expected levels of attainment. For example, key workers for children with hearing loss work closely with parents and others to make sure that children receive the support they need.

Most children make good progress in their communication and language. Overall, staff are skilled at promoting children's understanding and speaking skills through use of signing

and reinforcing words. Toddlers eagerly participate in singing activities, listen to and observe staff who give them close attention. They move to the rhythm of songs, copy movements and are starting to imitate some words. Older children engage enthusiastically with stories and are supported well through the use of props such as, teddies to begin to follow and recall the story line. Good modelling of descriptive language with pre-school children extends their vocabulary when exploring different textures. Children make good use of writing materials when playing outside to record elements of their imaginative play. Children show curiosity and enjoyment in their play. For example, children in the two to three's room are keen to investigate resources such as straw, shiny foil and dried flowers. Children use their sense of touch and smell as they explore these items. Children are keen to extend their play and choose mini beasts to hide within these materials. However, during small group activities less confident children are not given full attention by some staff to support their learning or shown interest in the words they use to communicate. This does not always fully support children's use of a widening range of vocabulary.

Children make good use of the wide range of resources which are easily accessible to them both inside and outside. Children are active learners as they explore the world around them. Pre-school children test out whether magnets attach to a variety of surfaces and they eagerly create sounds blowing through different objects. Children work well together to create a large construction using tubes, connectors and joints. Children's learning is well supported by staff in the pre-school room, who give children time to think through their ideas and extend their vocabulary through their imaginative play. Children's enthusiasm for their play helps them to develop the skills they will need for their future learning at school.

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

Children of all ages form good relationships with adults and other children. This is seen in babies' responses to the warm interactions of staff and how young children seek out adults. Staff act as good role models and are reassuring and friendly. This helps children feel secure and they settle well in the nursery. Babies' home routines are followed and staff give individual attention to help them feel secure. Children form positive relationships with their key person. Children from an early age are supported well to develop ways in which to express their feelings appropriately. All staff support children to use their 'listening ears' and to use their voice to make their needs known. Staff use positive reinforcement and praise children for their efforts. This helps children develop a clear sense of right and wrong and boosts their self-esteem. Children are well behaved, they share and take turns. Older children show they clearly understand what is expected of them.

Meal times are sociable occasions and children enjoy wholesome, locally sourced, nutritious food that is freshly prepared each day. Children's understanding of healthy options is supported through food tasting activities and colourful posters of healthy foods displayed at child height. Children's safety is supported and they are encouraged to take safe risks in their play. They learn that resources such as scissors must be used with care. They make their own decisions as to whether they are able to walk across planks of wood

suspended between tyres of varying heights and seek support when required. Children have lots of fun playing outside and their learning is well promoted in the outdoor areas; that they access throughout the day. Each age group have access to a good range of high quality activities and equipment that support their all-round development.

Children develop high levels of independence from an early age. Toddlers successfully feed themselves using a spoon and drink holding a cup when thirsty. Older children independently put their shoes on the correct feet. Staff provide secure routines so that children learn to be independent in their self-care skills. For example, toddlers happily seek out their own designated bunk bed after lunch when tired and snuggle down to sleep. Younger children are well supervised and given good support to develop good hygiene routines. Older children routinely wash their hands and use the toilet independently and when necessary. Children are content and relaxed in the nursery, knowing their individual needs and routines will be met. This helps them develop a positive attitude to their learning.

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

Arrangements for safeguarding children's well-being are well established and effective. Robust procedures to appoint staff who are suitable to work with children are followed. Thorough induction procedures, regular supervision and appraisal support and promote staff's professional development. Clear, regularly reviewed safeguarding procedures through training and discussion at team meetings ensure staff have a good awareness of how to protect children if they have a concern. Staff have a good understanding of the policies, procedures, and other documentation, which successfully promotes children's welfare. For example, staff ensure children's individual needs are well met if they have an accident and appropriate records are kept. Staff carry out regular risk assessments and this enables them to minimise potential risks to children so that they are cared for in a safe and secure environment.

Reflective practice takes place at every level. The enthusiastic management team successfully motivate staff and as a result, they are working together to drive improvement. Recent developments have included major changes to the outside areas. Since the last inspection the management team and staff have worked hard to successfully address weaknesses. The manager and staff have a good understanding of the learning and development requirements. The management team regularly monitor and review the educational programmes, planning documentation and, overall, staff practice. This results in a clear understanding of where support is needed, the strong delivery of the educational programmes and the continuous professional development of staff.

Parents are well informed through displays throughout the nursery and regular information about all aspects of nursery life through for instance, e-mails and newsletters translated into different home languages. Parents express their appreciation of the staff's work and value the individualised care given to their children. Effective communication through the key person system, displays in rooms and transition review reports and meetings enables

good information sharing about children's progress. Parents are regularly encouraged to be involved with their children's learning at home. For example, parents share children's achievements through 'wow' stickers and the recently introduced 'What my child is doing at home' sheet.

Highly effective partnerships with other professionals ensure children's individual needs are clearly identified and well supported through on-going review. Staff establish strong links with local teachers and use innovative props to ease a smooth transition into school. For example, staff work closely with parents to create a photo journal showing different aspects of children's new school life.

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. 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 | EY370589 |
| Local authority | Bristol City |
| Inspection number | 882454 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 55 |
| Number of children on roll | 78 |
| Name of provider | Bristol Childcare Ltd |
| Date of previous inspection | 17/10/2008 |
| Telephone number | 01179 772 210 |

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted’s website: 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.

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 that are usually their 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.

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
W: www.ofsted.gov.uk

© Crown copyright 2012

