

Green Door Day Nursery (The)

35 Belvoir Road, St Andrews, Bristol, BS6 5DQ

Inspection date	12/05/2014
Previous inspection date	10/12/2009

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		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

- Staff use sign language and visual timelines well to support children's understanding of routines and to make choices about their play.
- The learning environments are well organised with an abundant range of easily accessible toys and resources.
- There is strong partnership working with parents and professionals to support children with special educational needs and/or disabilities.
- There is a strong focus on driving improvement and ensuring that staff are suitable for their role.

It is not yet outstanding because

- Occasionally, staff do not introduce new experiences to the youngest children at a time when they can play and explore uninterrupted.

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 children playing in their respective rooms and outside and staff's interactions with them.
- The inspector and the manager completed two joint observations.
- The inspector talked to the owner, staff and children at convenient times during the inspection.
- The inspector sampled a range of documentation including children's assessment records, self-evaluation and the written views of parents.
- The inspector discussed safeguarding practice and policy with staff.

Inspector

Rachael Williams

Full report

Information about the setting

The Green Door Day Nursery registered in 1993. The childcare operates from the ground floor of a converted semi-detached property in St. Andrews, Bristol. Children are grouped in three rooms according to their age. They have access to an enclosed rear garden. The nursery is open each weekday from 8am to 5.45pm throughout the year, excluding bank holidays. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The setting receives funding to provide free early education to children aged two, three and four years. There are currently 54 children in the early years age range on roll. The setting supports children with special educational needs and/or disabilities. The setting employs 13 staff to work directly with the children, of these, nine staff hold early years qualifications to at least level 3. This includes a qualified teacher and two members of staff with 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:

- develop daily routines to allow time for babies and young children to fully explore new experiences at their own pace.

Inspection judgements

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

Staff have good understanding of how children learn and provide effective support, through positive interactions, to promote their development in all areas. Staff make good use of the information they gain from parents as children start at the nursery to plan exciting activities to enable children to settle quickly and be actively involved from the start. They complete a review meeting after a month to enable staff to meet the needs of children successfully. In particular, there is a strong focus of working in partnership with parents and other professionals to support children with special educational needs and/or disabilities. The special educational needs coordinator assesses and monitors children's needs thoroughly so that they make good progress from their starting points. For example, staff support children's communication skills well using sign language and visual timetables to promote all children's understanding of routines further.

Staff plan a broad and balanced range of experiences across the areas of learning. They make regular observations, assessing children's progress effectively, to influence their future planning for individual children. This includes a detailed summary for the required progress check for two year old children. Staff invite parents to contribute to learning diaries with children's achievements at home to support this process further. Staff use tracking documents effectively to identify children's next steps in learning.

There are good opportunities for children to sit and learn together. For example, babies and young children enjoy song time. They listen attentively, moving in time to the music and joining in with some actions and familiar phrases. Staff use lively voices to engage the children and focus their attention. Staff extend activities well introducing a range of instruments and home-made sensory bottles for children to accompany the music. Staff are sensitive to children's needs and gradually coax any unsettled children into the group acknowledging how they feel. Staff listen to children's ideas when they choose favourite songs. Older children participate keenly in their circle time. Staff respect children's ideas either shaking their hand or foot or high-fiving as they sing a welcome song. Children make observations about the weather, learning to show curiosity about nature and begin to sequence the days of the week. Staff encourage children to think about initial letters and sounds and children acknowledge that Monday begins with the same letter as their name.

There are good opportunities for children to explore a range of materials using their senses, such as dry oats. Staff interact well challenging children according to their age and stage of development. For example, toddlers are encouraged to make marks and circles with their fingers, while younger children are encouraged to sprinkle the oats like rain as staff sing familiar songs. Staff provide good commentary on children's actions so that they make connections between words and movements, such as 'you're moving the oats from the pot with your scoop'. They provide children with the vocabulary to describe what they feel. However, staff do not always introduce activities at the best times so that children get the most out of the experience. For example, staff introduce an objects frozen in the ice activity to the youngest children. However, children do not have the opportunity to play and explore uninterrupted as staff take some children to change their nappies.

Staff model language well to support children's communication skills. They encourage the younger children to build their vocabulary by putting two words together. For example, children listen and follow instructions well as they unpack the food to put in the fridge. Staff model language by asking children to find items to which they respond 'more milk' when they find another carton. Children use language well to describe what they are doing. For example, as children explore the sand with their dinosaurs they explain how their dinosaurs are making footprints. They comment 'my dinosaur likes eating sand and sometimes leaves. Dinosaurs are not at the zoo any more. They had to say bye bye'.

Children enjoy their imaginative play. Older children decide to play collaboratively and use available resources in the garden to make a train. Staff interact well with the children to develop their communication skills. Staff question children on where they are travelling to and what they would do when they arrive at their destination. Children make the sound as the 'train' moves along and staff help children to develop new skills demonstrating how to whistle. Children enjoy collecting materials in the garden to create a 'cabbage cake'. They use sticks safely to stir their mixture and comment 'I'm cooking it for one minute' as they put it in a concrete mixer oven. Staff encourage children to solve problems for themselves. For example, children are unable to reach the seed pods on the tree. Staff support children well to think about what they can do through effective questioning. Children test their theories, such as standing on tiptoes and stretching and pulling a bench close to the

tree to stand on.

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

Children benefit greatly from the warm and welcoming environment with friendly staff who know their children well. Children form strong attachments with familiar adults, which enables them to seek reassurance or enjoy a cuddle when they feel uncertain. The rooms are well organised and have an abundant range of high quality toys and resources. These are easily accessible encouraging children to make decisions for themselves and to help to tidy away at the end of the session. Staff are good at offering children choices so that they are involved in their learning. For example, staff provide babies and young children with photographs encouraging them to decide whether they wish to play inside or outdoors.

There are very good arrangements in place to enable a smooth transition in between rooms. For example, the youngest children have regular opportunities to be with the older children and to become familiar with routines, such as eating with them and playing outside together. Children have a good sense of belonging. For example, older children have designed their own place mats and are beginning to recognise their name when they find their seat for lunch. This supports children's emotional well-being effectively and helps to develop their early reading skills.

Children behave well as they are clear on expectations and boundaries. Staff consistently promote children's understanding of routines, both verbally and visually. Staff support children well to resolve conflicts using language that children can easily understand. For example, staff provide a clear explanation stating that when children have finished playing with a bucket then they will be able to play with it. In the meantime, staff redirect children's play as they have good knowledge of children's interests to distract them. Staff are vigilant observing potential triggers and pre-empting children's responses to avoid conflict.

Staff provide children with healthy and nutritious snacks and meals, which meet their special dietary requirements and developmental needs. An outside catering agency provides these. Staff provide parents with a menu and inform them of what their child has eaten. Children thoroughly enjoy the responsibility of helping to pass out the plates and pour their own drinks. Younger children gain independent skills as they learn to feed themselves. Children have access to drinking water throughout the day and staff offer it regularly with snacks and meals.

Staff are good role models and promote hygiene practices well. For example, staff wash hands with the children before serving their lunch. There are hygienic procedures for nappy changing, such as staff wearing disposable aprons and gloves and ensuring that the mat is sterilised after each use. Older children become familiar with their own needs and visit the toilet independently. Staff escort younger children to the toilets so that staff can support them as they move towards potty training. Staff keep children safe while they are sleeping as they are supervised well. Staff have good understanding of children's routines

and enable babies and children to sleep when needed. Each child has their own bed linen, which staff wash on a regular basis to maintain hygiene. Staff work well in partnership with parents to create care plans so that they can meet children's individual needs, such as to administer medication with consent from parents.

Children have good opportunities to be physically active both inside and outdoors. Older children enjoy a yoga class where they learn to move in different ways, such as stamping, wriggling and waving. Staff respect children's views as some wish to keep their socks on. Children take off their shoes and socks independently demonstrating that they are gaining the skills required for their move to school. Children thoroughly enjoy exploring the stimulating outdoor area. They confidently investigate making collections, such as leaves and bark, showing curiosity in nature. Children use mathematical language well as they describe the spider they have found- 'it had lots of legs. One, two. Too many to count. I have two legs.' Children are gaining good understanding of how to keep themselves and others safe. For example, when moving around the obstacle course and children turn and travel in the wrong direction. Children remind each other that it is safer to all go in the same direction so that they do not bump into each other. Staff remind children of safety, such as clearly explaining to them why it is not safe to sit on a ball balanced on a bench.

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

The inspection was carried out following a notification from the provider of a complaint from a parent. The committed staff team have a good understanding of their responsibilities in meeting the legal requirements of the Early Years Foundation Stage. Staff have good understanding of safeguarding practice and policy. All staff receive training in safeguarding children, which the manager embeds during staff induction and monthly supervision meetings. In addition, all staff are aware of their responsibility to report any concerns they have about a child or another member of staff.

There are rigorous recruitment and induction procedures to enable suitable staff to work directly with the children. There are good arrangements to enable staff to access effective training, support and advice to develop their professional skills. For example, through regular staff meetings where the management team share good practice and monitor consistent delivery of the Early Years Foundation Stage. Staff deploy themselves well to meet the needs of the children, such as to ensure that children can choose to play outside when they want to. Staff supervise children well and are always within sight and/or hearing of another member of staff, especially when escorting children to the toilet facilities or to change nappies. Children are cared for in a safe and secure environment, which is thoroughly risk assessed. Staff manage children's behaviour well and effectively promote children's understanding of expectations and boundaries using consistent strategies. All required documentation is in place, kept confidential and stored securely.

Parents receive good information about the nursery. They attend initial meetings with the key person who completes an induction checklist to ensure that parents are well informed and that they complete required documentation to maintain children's well-being. Staff

deliver an Early Years Foundation Stage meeting each year to demonstrate play activities and to discuss the educational programme. Staff keep parents well informed of their children's progress through regular review meetings and daily feedback on children's routines and activities. Parents comment favourably about staff who prepare well for the review meeting and have good knowledge of their children. Staff consider the needs of the parents well for example, for those parents who do not collect, they provide a daily communication diary. Staff work well in partnership with other early years providers to enable information to be shared so that there is continuity in children's care, learning and development. There is a good partnership working with the inclusion team to develop effective individual educational plans for those children with special educational needs and/or disabilities.

The management team and staff work collaboratively to develop strong systems to evaluate the provision and ensure continuous improvement. Staff invite parents to be involved in this process encouraging feedback at frequent review meetings. Staff regularly evaluate the activities they plan for children to influence future planning. The management team monitor assessment records regularly to identify any gaps in children's learning and to ensure that staff consistently and promptly transfer observations. They make observations of staff's engagement with children to improve practice. This enables children to make good progress from their starting points, overall. Along with feedback from the local authority, the management team uses all this information to evaluate their practice and identify actions for improvement. For example, staff have recently attended training to promote forest skills and are planning to initiate these activities to support children's development further.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	107083
Local authority	Bristol City
Inspection number	955706
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	36
Number of children on roll	54
Name of provider	Carla Freeman
Date of previous inspection	10/12/2009
Telephone number	0117 9853267

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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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