

# Stanshawes Court

4 Stanshawes Court Drive, Yate, Bristol, BS37 4EA

<b>Inspection date</b>	19/11/2014
Previous inspection date	06/10/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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 create a welcoming atmosphere which helps children to settle when they arrive and support's their emotional development.
- Children engage in a wide range of activities and make good progress in their learning.
- Partnerships with parents and other professionals are strong which means children benefit from the continuity of care.
- The staff team work well together and demonstrate that they are keen to make ongoing improvements to the provision.

### It is not yet outstanding because

- While staff organise the indoor environment very effectively to extend children's learning, the presentation of the outdoor area is less effective in engaging children's interest.

## **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 indoors and outdoors.
- The inspector held discussions with the provider and staff.
- The inspector carried out a joint observation with the provider.
- The inspector took into account of the views of parents spoken to on the day of the inspection.
- The inspector sampled documents including the children's records and staff suitability checks.

## **Inspector**

Karen Prager

## Full report

### Information about the setting

Stanshawes Court Day Nursery opened in 1989. It is privately owned and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery receives funding for the provision of free early education for children aged two, three and four years. There are currently 67 children on roll, all of whom are in the early years age group. The nursery operates from a detached house in Yate, South Gloucestershire. It is situated in close proximity to St Paul's Catholic Primary School and serves the local area. The nursery is open Monday to Friday, all year round. Opening times are from 8am until 6pm. Children attend for a variety of sessions. A team of 16 staff work at the nursery, of whom 14 work directly with the children. All of those who work with the children hold appropriate early years qualifications, including one with qualified teacher status. The nursery also employs two cooks.

### What the setting needs to do to improve further

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

- enhance the outdoor learning environment so it is more inviting for children to explore.

### Inspection judgements

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

Staff know children well and provide a wide range of enjoyable learning experiences, based on individual preferences. As a result, children are actively engaged in purposeful and worthwhile activities throughout their time at the nursery. Staff have a good understanding of how children learn and develop. The quality of teaching is good and children develop the key skills required for their next steps in learning.

Staff complete the required progress check for two-year-old children. Assessment systems are robust and the provider monitors these closely. This successfully helps to identify any gaps or delays in children's development, and staff take prompt action to address these. As a result, all children make good progress given their abilities and starting points. Parents contribute to the assessment process, which successfully promotes opportunities for shared learning. Children's development records show that observations are ongoing and that staff identify appropriate next steps for children's progress. Staff respond to children's interests. For example, children choose the activities they would like to play with and together they set them out so that they can play with their friends.

Staff take effective steps to extend children's learning. For example, during the inspection children created triangles shapes and staff encouraged them to think about the different

sizes. They asked children to identify which one was small and which was the biggest. Children learn about letters and they soon learn to find their own name during group activities. Staff speak clearly with the children to promote a good understanding of the correct sounds of words. They recognise that some children do not have English as their home language and work with parents to use key words that the children might recognise. This helps all children become confident in speaking with the staff and with their friends. Staff teach children to listen to instructions and children also sit well to listen to others when they are in a group. They develop confidence, sharing their own experiences and are keen to respond to questions. For example, they enthusiastically tell their friends what day it is. Staff listen attentively to children, which not only ensures that their individual needs are met, but also promotes their sense of self-worth. Children are keen to learn and engage with their environment. For example, babies pointed at what they saw around them and recognised pictures when they looked at a book. Older children dug the mud in the garden to search for some worms and were delighted to find raspberries growing and ready to eat. Staff help children develop their imagination through activities such as acting out a well known story. For example, children thoroughly enjoyed pretending to fly to the moon and back using simple props.

Staff recognise and value the role of parents in children's learning, which results in very positive partnerships. They work closely together to exchange information about children. For example, the provider conducts home visits and parents receive daily verbal feedback. Staff are effective in engaging parents in their children's learning, such as providing books for children to take home to share with their families. These measures work successfully to give support to children's development.

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

Staff provide a friendly welcome which helps children feel secure. They support children to settle at an activity which they enjoy and all are playing happily soon after arrival. Every child has a key person who monitors and supports their well-being and development. Children behave well because they are busy and because staff teach them what is expected. As a result, children's time in the nursery is a happy one and they are ready to learn. Staff have arranged the premises so that children are able to choose the activities they would like to take part in. Bright posters and displays of children's art contribute to making the indoor area inviting and stimulating. Staff provide a wide range of good quality toys to support children's learning and organise these very successfully indoors. The outdoor space is less inviting and is less effective in capturing children's interest. This does not fully support children who learn best outdoors. For example, the role play area indoors is full of interesting items, but the play kitchen outdoors has few additional props and as a result is underused by children. However, children are keen to play outside and they benefit from the fresh air. They engage in a range activities that promote their physical development such as climbing on the large tyre and waving streamers.

Children rest and play according to their need. Babies sleep in a quiet room away from the children who are playing. Older children are able to rest on mats or settle on the settee when they are tired. Children start to understand about safety and learn to keep

themselves safe. For example, staff teach children to tidy away toys from the floor so that other children do not trip. They also talk with older children about how they should cross the road when they go on outings.

Staff support children well with their developing independence. Children know to wash their hands before their lunch and they find their shoes and coats to put on when they go outside. Young children are keen to help fetch the things they need for their nappy change. The staff keep the premises and equipment clean for children to play in. They promote children's understanding about leading healthy lifestyles further by talking about the different foods they eat.

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

The provider has a secure understanding of the Early Years Foundation Stage. Staff have an accurate overview of the provision for children's welfare and learning and show they are keen to make ongoing improvements. The provider works with staff to review and update the policies and procedures at staff meetings, which means all staff have a good understanding of their role. Keeping children safe is a high priority. All staff complete training on safeguarding and they carry out ongoing risk assessments of the environment. The staff have a secure understanding of what to do should they have a concern, and take prompt action to protect children. There are appropriate procedures for checking the suitability of staff, and children are not left with any adult whose suitability has not been checked.

Staff keep the required written records and these are up to date. For example, they keep a record of children and adults who are on the premises. The nursery premises are well maintained and kept secure so that children are unable to leave unattended. The majority of staff have received training in first aid which means they are able to respond promptly if needed. Staff with specific responsibilities, such as safeguarding and coordinating the care of children with special educational needs and/or disabilities, attend relevant training. They share their knowledge with their colleagues. This enables all staff to meet children's specific needs as required.

Procedures to evaluate of the quality of provision are effective. The provider has a clear understanding of the areas for future development and takes steady steps to address these. Regular team meetings, and individual supervision meetings, mean that the staff readily share their views with the provider. For example, following staff suggestions, the layout of the toddler area has been improved and now enables children to use the space more effectively for their play. Continuous professional development is valued. Regular training provides valuable opportunities for the well-qualified staff team to reinforce and extend their knowledge. The provider spends time working with the children and the staff to monitor and develop staff performance. This ensures that staff are appropriately deployed to support children's learning.

Staff develop successful partnerships with parents and other professionals to put into

practice effective support strategies to support the individual needs of all children. Parents are positive about the service they receive. They say their children enjoy their time in the nursery and they find the staff very welcoming and supportive of their children's development. Staff keep parents well informed about their children's progress and well-being through regular discussions and sharing of their children's learning records. The provider is proactive in taking steps to develop links with others who provide support for children. This helps to ensure that children receive the help essential for their future development. These partnerships benefit the children as they provide good channels of communication and promote continuity in learning and development.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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## 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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

<b>Unique reference number</b>	136086
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	836469
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 6
<b>Total number of places</b>	37
<b>Number of children on roll</b>	67
<b>Name of provider</b>	Elaine Theresa Katherine Bond
<b>Date of previous inspection</b>	06/10/2009
<b>Telephone number</b>	01454 327670

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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.

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.

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Piccadilly Gate  
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