

Henbury Hill House Acorns

Henbury Hill House, College Park Drive, Westbury-on-Trym, Bristol, BS10 7AN



Inspection date

13 May 2015

Previous inspection date

6 October 2010

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Children are confident, happy and settled in the friendly environment. Settling-in procedures are very good. Additionally, children are well supported as they move through the nursery. As a result, children make warm, trusting relationships with staff.
- Teaching throughout the nursery is consistently good. Staff provide children with a wide range of exciting and explorative learning experiences, both indoors and outdoors. Consequently, children are motivated and make good progress.
- Children's behaviour is very good because they know the boundaries in place. Staff are excellent role models with high expectations, using praise when children behave well.
- Comprehensive safeguarding procedures are understood by all staff, particularly procedures for risk assessment and security. Children clearly feel safe and secure.
- Partnerships with parents and other professionals are strong. Individual support is provided for all children, in particular those with additional needs.
- Staff are enthusiastic and motivated. Their qualifications and ongoing training have a positive impact on their practice and improve children's learning. Good systems are in place for staff, children and families to evaluate the provision and to contribute ideas for improvement.

It is not yet outstanding because:

- Staff do not always make full use of words and labels around the learning environments, which means they occasionally miss opportunities to develop children's early reading skills.
- Peer observations are not fully developed as part of staff performance management. They are not carried out regularly enough to enhance the quality of teaching through the sharing of excellent practice.

What the setting needs to do to improve further

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

- maximise the use of words and labels around the learning environments to develop children's understanding that words carry meaning
- refine the system for performance management of staff through peer observations, to build on teaching skills and thereby raise children's achievements even more.

Inspection activities

- The inspector observed staff interactions with children and the impact this has on children's learning, in the playrooms and outdoors.
- The inspector completed a joint observation with the qualified teacher.
- The inspector examined a range of documentation including children's development records, planning, risk assessments, and policies and procedures.
- The inspector had discussions with the manager, staff, children and parents, and had a telephone conversation with one of the owners.
- The inspector checked evidence of suitability checks and qualifications of staff working with the children.

Inspector

Jan Harvey

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff work closely together to make sure they provide an exciting and interesting range of challenging learning experiences throughout the nursery. Children's interests are the focus of planning. Staff use skilful questioning to promote children's thinking skills and provide an environment that is rich in opportunities for conversation and discussion. Younger children are supported well in developing their communication skills by staff repeating words and reminding them of experiences and key events. Overall, children are developing their early literacy skills well. However, staff miss some opportunities to extend this area through use of words and labels around the setting. There is a strong focus on outdoor play and children learn about nature and the world around them as they plant vegetables and flowers, and develop skills in the forest school. Staff clarify children's early understanding of numbers and early counting skills through play. All these skills are useful preparation for the next stage in their learning, such as starting school.

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

Children thrive in this relaxed and nurturing setting. They form secure, trusting relationships with their key person and the caring staff, such as the cooks and gardener, who inspire children with their interactions and the knowledge they share. Children benefit from nutritious meals and snacks. Staff support children's self-esteem and independence as children dish out their own meals, thereby developing an understanding of sharing and portion control. Children develop their physical skills as they climb and balance on play equipment during frequent outdoor activities. They rest and sleep according to parents' wishes and individual needs. This supports children's overall health and physical well-being.

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

Managers demonstrate a secure understanding of the safeguarding and welfare requirements. Child protection procedures are understood by all staff, and recruitment and company induction procedures are rigorous. Monitoring of staff by management ensures that planning and assessment are consistent, precise and display an accurate understanding of all children's skills. Regular peer observations are newly in place, in order to identify and share the very best teaching practice between staff. However, they are not carried out regularly enough to be fully effective. Recommendations made at the last inspection have been met. Improvement has been made to the quality of risk assessments on outings, children's understanding of other cultures and backgrounds, and working with parents and other providers to ensure children's care, learning and development is consistent. Parents spoken to during the inspection speak highly of the excellent service.

Setting details

Unique reference number	EY225980
Local authority	Bristol City
Inspection number	842649
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	100
Number of children on roll	174
Name of provider	Acorns Nurseries Ltd
Date of previous inspection	6 October 2010
Telephone number	0117 950 5885

Henbury Hill House Acorns registered in 2001. It is part of the Acorns chain of nurseries, with the head office in Cardiff. The nursery operates from a three-storey, converted, listed building and is situated in the Westbury-on-Trym area of Bristol. The nursery opens Monday to Friday from 7.30am to 6pm, all year round with the exception of bank holidays. The nursery receives funding for the provision of free early education to children aged three- and four-years-old. There are 34 members of staff working directly with the children; of these, 24 hold appropriate early years qualifications, with one holding a qualification at Level 6, three holding qualifications at Level 5, 16 holding qualifications at Level 3 and four holding qualifications at Level 2. The manager and deputy are supernumerary. The nursery employs a qualified teacher to work with the pre-school children.

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