

Bristol University Day Nursery

34 St. Michaels Park, Kingsdown, Bristol, Avon, BS2 8BW



Inspection date 28 May 2015
Previous inspection date 18 April 2011

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

- A strong key-person approach helps children form warm and trusting relationships with their key person. This helps children to feel safe, secure and happy.
- Staff use good interaction and communication with children to successfully extend their learning and help them make good progress, particularly in their language, and personal, social and emotional development.
- Staff provide a wide range of exciting activities that successfully capture children's interest in learning and help them to develop the skills they need for starting school.
- Staff develop strong partnerships with parents, outside professionals and other providers, which help ensure they meet all children's individual learning needs.
- Staff have a good understanding of how to keep children safe and attend regular training to update their skills and knowledge.
- The dedicated manager demonstrates a strong commitment to promoting high-quality provision. She supports staff to improve their practice through a good professional development programme, which has had a significant impact on the learning experiences they offer children.

It is not yet outstanding because:

- Some staff do not use all opportunities to promote children's mathematical language and concepts during play.
- Staff miss some opportunities for children to extend their play. Children sit or stand in line waiting for daily routines, such as lunch, which wastes their time.

What the setting needs to do to improve further

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

- extend opportunities for children to hear and use more number language to strengthen their mathematical understanding
- review the organisation of daily routines to make sure that children are not waiting for long periods.

Inspection activities

- The inspector observed staff's interactions with children and the impact these have on children's learning, in the playrooms and outdoors.
- The inspector completed a joint observation with the assistant deputy manager.
- 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, parents, the Chair of the Trustees, and a member of the trustees.
- The inspector checked evidence of suitability 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

There is a good balance of adult-led and child-initiated activities, and the quality of staff teaching is consistently good. Senior staff track children's progress to help identify and close any gaps in children's learning. However, occasionally children are kept waiting during daily routines. This means they are wasting time sitting or standing in line rather than learning. Staff use the whole play environment well. Children have the freedom to choose what they want to do and staff skilfully support their choices. Younger children explore different mediums and learn about texture, such as making marks with tools in mixtures, paint and mud. Older children enjoy baking butterfly biscuits, making marks in the flour and looking at numbers on the scales. Staff extend children's vocabulary; children have fun saying new words, such as 'chrysalis' and 'metamorphosis'. Children concentrate well as they develop number skills using pebbles and beads, and singing number rhymes. However, some staff do not routinely use number language and problem solving in children's play to strengthen their understanding of mathematical concepts.

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

Key persons are good role models and they ensure they know the children in their group, respecting and meeting their individual needs very well. Children's behaviour is good and they know the boundaries in place. Children gain a positive awareness of people's differences; they learn about each other's languages and cultural backgrounds, so that all children gain a sense of value and belonging. Key persons gain good information from parents to support children's emotional development. For example, staff find out familiar words in children's first language so children can hear them for reassurance, such as during nappy changes. This sensitive support means children settle quickly and become confident in their surroundings. Children use the outdoor play areas freely, all day and all year round. Staff promote children's physical development and health very well.

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

The leadership and management of the nursery are strong. They meet the requirements of the Early Years Foundation Stage well. They use a robust system for recruiting staff. This helps keep children safe. All staff know the procedures to follow if they have a concern about a child's safety at home or at the nursery. Staff follow secure procedures to maintain a safe environment for children. The experienced manager provides staff with a positive role model, which successfully influences good practice. Regular staff supervision and ongoing training help all staff to work effectively with children. Parents comment that they appreciate the low turnover of staff, strong partnerships, and guidance on how to support their children's learning at home.

Setting details

Unique reference number	106918
Local authority	Bristol City
Inspection number	987824
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	75
Number of children on roll	93
Name of provider	University Nursery Parents Association Limited
Date of previous inspection	18 April 2011
Telephone number	0117 9276077

Bristol University Day Nursery registered in 1992. It is located close to the university in the Kingsdown and Clifton area of Bristol. The nursery operates all year round, apart from bank holidays and times when the university is closed. Opening times are Monday to Friday, from 8am to 6pm. There is a holiday club. The nursery receives funding for the provision of free early education for children aged two, three and four years. The nursery employs 22 members of staff who work directly with the children. Of these, 17 staff, including the manager, hold appropriate early years qualifications at level 3, one holds a qualification at level 2, and two hold qualifications at level 4. Two staff hold Early Years Professional Status.

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