

# Red Bus Nursery & Pre-School

Westbury Lane, Coombe Dingle, Bristol, BS9 2PR



## Inspection date

13 August 2015

Previous inspection date

10 April 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The well-qualified nursery staff provide a caring, safe, stimulating and generally well-resourced environment. They mostly promote children's all-round learning and development well. This helps to ensure children are ready for their next stage in learning and develop skills in preparation for school.
- Partnership with parents is strong. Staff actively work with parents to ensure children receive good and consistent care. Parents are encouraged to be involved in their children's learning.
- Children are clearly happy and have a positive approach to new experiences and form secure attachments with their key person, developing a sense of belonging. They enjoy the varied activities that are integrated into their routine. They are well behaved, communicative and confident.
- The provider and management team have a good understanding of the requirements of the Early Years Foundation Stage and understand their roles and responsibilities. They ensure the safe management of the provision to safeguard children's well-being. They monitor the educational programmes and children's progress effectively, overall.
- Staff have good knowledge of safeguarding matters, including what to do if they have any concerns about a child's welfare.

### It is not yet outstanding because:

- Although, some very good teaching is evident it is not consistently very good across the whole nursery. This affects the progress children make in their learning.
- The learning potential of routine activities, such as lunch time, is not fully embraced. Staff miss opportunities to promote children's independence and social skills.

## What the setting needs to do to improve further

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

- improve the consistency of teaching practice throughout the nursery so that every child makes the best progress possible in their learning and development
- make the most of routine activities to enhance children's all-round learning.

### Inspection activities

- The inspector sampled the children's learning journals and cohort data.
- The inspector carried out a joint observation with the nursery manager.
- The inspector observed staff interaction with children indoors and outdoors.
- The inspector spoke with some parents regarding their children's care, learning and development and considered their views.
- The inspector checked evidence of suitability and qualifications of staff working with children and the provider's self-evaluation form.

### Inspector

Julie Bright

## Inspection findings

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

Children learning English as an additional language are very well supported and make good progress in their learning. Children's special educational needs are identified quickly and they receive the help they need in order to make good progress from their starting points. Parents say they feel very well informed about their children's progress and are involved in their learning. Staff also help parents to share and celebrate what their children learn at home. Staff are good storytellers, reading with emphasis. Storybook characters come to life as staff use different voices which holds children's attention and makes the stories fun and interactive. As a result, children are keen to sit down, listen and take an active part in repetition of key phrases and actions. Children's learning is extended outdoors; for example, children take it in turns to identify the numbers on flashcards, matching them to a quantity of blocks. They wait patiently as their friends have a go and then all join in to play in the sandpit. Children enjoy the fun activities.

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

Children's well-being is successfully promoted. They have plenty of opportunities to engage in outdoor play, choosing to play outdoors as they wish. They have many opportunities to make choices and gain independence, but the provision of inappropriately sized tools, or tools that are difficult for children to manage, means sometimes they struggle to do things for themselves at lunch time. Staff are generally very good role models who teach children some good social skills during children's play, but sometimes forget to do this at lunch time. Children have regular opportunities to extend their physical skills, including taking part in activities organised by visiting professionals. Children learn to respect and value diversity. They play with resources that positively reflect people's differences, and learn to consider the needs of others. Children are well supported at times of change and are prepared well in readiness for school.

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

The provider and management team have a clear, shared vision of how to improve the provision. The management team encourage a reflective approach and encourage all staff to contribute to the nursery's self-evaluation process and action plans. The nursery has good links with external agencies and this enables staff to gain the support individual children need to help them make good developmental progress from their starting points. The management team recognise the benefits of supervision and encourage staff in their professional development. Room observations and peer observations are regularly carried out to help all staff improve their practice. This is having some positive impact.

## Setting details

<b>Unique reference number</b>	EY422257
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	832780
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	107
<b>Number of children on roll</b>	218
<b>Name of provider</b>	Early Years Investments Limited
<b>Date of previous inspection</b>	10 April 2012
<b>Telephone number</b>	01179 682 009

Red Bus Nursery and Pre-school registered in 2011. It is located in Coombe Dingle, Bristol and operates from 7.30am to 6.30pm from Monday to Friday, for 51 weeks of the year. A team of 51 staff are employed and 43 of them hold relevant qualifications; this includes well over half with level 3 qualifications and above, Of these, two staff have Early Years Professional status, two are qualified teachers and four have level 6 qualifications.

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