

# Becket Hall Day Nursery

St Thomas Street, Bristol, BS1 6AA



<b>Inspection date</b>	29 March 2016
Previous inspection date	2 September 2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Satisfactory	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- The strong management team motivates the staff well. There are effective arrangements for continued professional development. Staff are supported well to further their skills to maintain good quality teaching throughout the nursery.
- Staff make good use of their detailed observations to plan stimulating activities to promote children's learning successfully, overall. These activities include children's ideas, their interests and next steps. Children make good progress from their starting points.
- There are effective inter-agency partnerships to support children who have special educational needs and those who are learning English as an additional language. Staff use additional funding productively, for example, to create communication bags and social stories which reflect children's backgrounds to support their emotional well-being.
- Staff promote children's understanding of healthy lifestyles well. For example, healthy eating projects provide children with excellent opportunities to explore different fruits and vegetables, to use tools safely and to create their own mixtures imaginatively.

### It is not yet outstanding because:

- Staff in the toddler room do not always deploy themselves effectively to enable a smooth transition from group times to lunchtime. Therefore, some children become disinterested and lack focus in their learning.
- Staff do not gain as much information as possible from parents about what children know and can do when they first start at the nursery to support initial planning.

## What the setting needs to do to improve further

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

- develop further transition between group activities and preparation for lunchtime, to better support young children's enjoyment and learning
- gain more information from parents about what their children know and can do when they start at the nursery, to strengthen further the combined approach to each child's learning.

### Inspection activities

- The inspector observed the quality of teaching as children played inside and outside.
- The inspector spoke with the provider, management team, staff and children at convenient times during the inspection.
- The inspector considered the written views of parents.
- The inspector completed four joint observations with the manager.
- The inspector sampled documentation, including children's assessment records and the nursery's self-evaluation.

### Inspector

Rachael Williams

## Inspection findings

### Effectiveness of the leadership and management is good

The managers make good use of self-evaluation, which includes the views of staff, parents and children, to reflect on their practice. They have made good progress since the last inspection. Toys and areas used by the children promote their health and welfare. Managers monitor children's progress effectively, for example, by analysing data and taking prompt action to reduce any identified gaps. Safeguarding is effective. Managers and staff have a good understanding of their responsibility to report any child protection concerns. The provider has good recruitment, vetting and induction procedures for new staff. Parents are encouraged to be involved in their children's learning, for example, by recording their learning at home to influence future planning.

### Quality of teaching, learning and assessment is good

Staff have good knowledge of the children and how they learn. They plan a broad and balanced range of experiences that entice children to learn. For example, older children keenly help to write instructions to place inside plastic eggs for an egg hunt. Staff listen to ideas and children take turns happily. They negotiate fair rules, such as to tell children they are hot if they are close to finding the hidden eggs. Children respond well to these instructions, for example, clapping 12 times, as they begin to recognise larger numbers and count things that they cannot see accurately. Children learn good communication and language skills. For example, staff use training effectively to provide commentary to young children's actions, such as how they are exploring with a range of materials and tools to create. Younger children thoroughly enjoy familiar songs and join in with repeated phrases. Staff use props well to help focus their listening and attention skills.

### Personal development, behaviour and welfare are good

Staff use their training effectively to provide an enriching environment, especially outside, with a stimulating range of resources. Staff teach children to assess risk for themselves and others. For example, when children realised that a plank had fallen from between two tyres, they reorganised the resources and declared when it was safe for the younger children. Staff support children to understand behavioural expectations; older children express their needs well and negotiate time limits for toys. Children form strong attachments with staff and build friendships, which boosts their emotional well-being.

### Outcomes for children are good

Children make good progress from their starting points and gain the skills required for their next steps in learning. Children gain confidence, independence and good social skills. Children are inquisitive and have good opportunities to explore and create imaginatively, for example, to make fruit smoothies. Children learn to be part of a group, understand rules and show respect for the feelings and choices of others.

## Setting details

<b>Unique reference number</b>	EY402789
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	1028683
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	110
<b>Name of provider</b>	Becket Hall Day Nursery Limited
<b>Date of previous inspection</b>	2 September 2013
<b>Telephone number</b>	01179292575

Becket Hall Day Nursery is a privately owned nursery which registered in 2010. It operates from a converted church building in the centre of the city of Bristol. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year, excluding bank holidays. The nursery employs 22 members of staff. The manager holds Early Years Professional Status. There are three members of staff who hold early years qualifications at level 5, two with early years qualifications at level 4, seven with early years qualifications at level 3 and four with early years qualifications at level 2.

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