

Court House Day Nursery

Court House Day Nursery School, 270 Wells Road, Bristol, BS4 2PU



Inspection date	30 August 2016
Previous inspection date	11 October 2012

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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

- Managers and staff understand how children learn and develop. They provide a wide range of stimulating and challenging activities, and children explore with confidence. All children make good progress from their initial starting points.
- Managers and staff are good role models. They teach children to be tolerant and how to treat others with kindness and respect. Children develop good manners and understand the importance of sharing with their friends.
- Partnerships with parents are good. Parents are informed regularly about their children's achievements and receive good guidance to support their learning at home. Parents speak highly of the staff team and comment that they value the care and support their children receive.
- Managers have high expectations of maintaining good outcomes for children. They use self-evaluation systems well to help identify strengths and areas for improvement. They have successfully addressed the recommendations set at the last inspection.

It is not yet outstanding because:

- Occasionally, managers and staff do not always allow children the time they need to think about and respond to their enthusiastic questioning.
- Managers do not yet fully use assessment information to check on the progress of different groups of children, in order to further target teaching and close any gaps in learning more rapidly.

What the setting needs to do to improve further

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

- extend the opportunities for children to share their own knowledge and ideas, and allow them the time they need to respond to questions
- strengthen the systems for tracking children's progress, to help staff get a precise overview of where different groups of children are at in their learning and to target teaching priorities further.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector sampled a range of documentation, including attendance and accident records, staff suitability checks, self-evaluation information and children's progress records.
- The inspector spoke with members of staff and children at appropriate times during the inspection and held meetings with the management team.
- The inspector completed a joint observation with the nursery manager.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection and from their written feedback.

Inspector
Julie Swann

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Managers and staff have a good understanding of the procedures to follow should they have any concerns about a child's welfare. Furthermore, robust recruitment, induction and vetting procedures are in place, to help ensure all staff are suitable to work with children. Managers regularly review staff practice and the quality of teaching. They work alongside the staff team regularly and use their observations of practice to help maintain good outcomes for children. Managers and staff are well qualified and have many opportunities for continuing professional development. They use a good range of training opportunities to help further their knowledge and teaching skills. Managers and staff develop good partnerships with other settings children attend to support consistency in children's learning.

Quality of teaching, learning and assessment is good

Staff regularly observe and assess children as they play. They then plan activities that are linked to children's individual needs, interests and abilities. Overall, staff support children's communication and language skills effectively. For example, they introduce new words, such as 'diamond' and 'ambulance' to younger children as they play, and older children are keen to discuss their holidays. Children enjoy playing imaginatively with their friends. For example, they pretend to put out fires and cook pies and cakes in the toy microwave. Children enjoy activities, such as singing songs and listening to stories. Staff effectively encourage all children to take part. Children enjoy being creative and practise their early writing skills. For example, they paint and draw pictures, and the most-able children write notes to each other and form the letters that appear in their names.

Personal development, behaviour and welfare are good

Children share warm relationships with staff who are approachable and friendly, and know them well. A well-established key-person system enables staff to support children's emotional needs effectively. Staff encourage children to follow good hygiene procedures and children wash their hands at regular intervals. They help children to understand the importance of keeping themselves safe. For example, children remind each other not to run near spilt sand. Children enjoy playing out in the fresh air. For example, they build structures, balance, climb and hunt for insects. Children learn about their similarities and differences as they play and learn about a range of cultural festivals.

Outcomes for children are good

Children are gaining the skills that prepare them well for school. They are sociable, confident and independent in their play. Children of all ages develop good mathematical skills. For example, younger children sort bricks by colour and older children discuss concepts such as size, shape and volume, and simple addition and subtraction.

Setting details

Unique reference number	EY370589
Local authority	Bristol City
Inspection number	1058857
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	0 - 8
Total number of places	55
Number of children on roll	114
Name of registered person	Bristol Child Care Limited
Registered person unique reference number	RP527941
Date of previous inspection	11 October 2012
Telephone number	01179 772 210

Court House Day Nursery registered in 2007 and is located in Knowle, Bristol. The provider employs 15 members of childcare staff. Of these, 11 hold appropriate early years qualifications at level 3 or above. There is one member of staff who holds a qualification at level 6 and another who holds qualified teacher status. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery receives funding for the provision of free early education to children aged two, three and four years.

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