

Green Door Day Nursery (The)

35 Belvoir Road, St Andrews, Bristol, BS6 5DQ



Inspection date

16 February 2017

Previous inspection date

12 May 2014

| 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

- The well-qualified management team sets a good example and has high expectations. They provide positive guidance to staff to improve the quality of teaching. For example, staff are receiving support to improve children's mathematical skills.
- Staff support children's emotional well-being effectively. This is particularly evident in the care and attachments babies and young children form with a familiar staff member.
- Staff use their detailed observations to plan an exciting range of experiences to support children's next steps effectively. The management team successfully analyses data and monitors children's progress well. All children, including those who have special educational needs and those learning English as an additional language, make good progress.
- Staff work well to help children understand how to keep themselves safe. They provide clear explanations so that children understand possible consequences. For example, older children are encouraged to pick oats up from the floor so that they do not slip and young children are encouraged to move safely on a soft surface to prevent injury.

It is not yet outstanding because:

- At times, staff do not encourage pre-school-aged children's creativity and design ideas fully when they initiate their own play.
- Although pre-school-aged children are capable of using the toilet facilities unaided, staff supervise them and do not encourage children to follow expectations and manage their needs independently.

What the setting needs to do to improve further

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

- provide further opportunities for pre-school-aged children to extend and explore their creative ideas
- support pre-school-aged children further to recognise expectations and how to manage their needs independently, especially when using the toilet facilities.

Inspection activities

- The inspector observed staff's interactions with children and the quality of teaching in all areas of the nursery.
- The inspector spoke with the management team, staff, parents and children at convenient times during the inspection.
- The inspector completed two joint observations with the manager and the deputy manager.
- The inspector sampled a range of documentation, including the nursery's self-evaluation, children's assessment records and evidence of staff's vetting and suitability checks.

Inspector

Rachael Williams

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Vigilant staff use risk assessments successfully to provide a safe and secure environment, which they monitor well. Staff ensure the safe collection of children through checking video surveillance before letting adults into the building. The management team and staff understand their responsibility to report any child protection concerns and work closely with appropriate agencies. There are good systems for recruitment and induction. The management team uses regular meetings effectively to share good staff practice and improve teaching skills. There are effective partnerships with parents, professionals and other early years settings to enable a consistent approach to meeting children's learning and development. The management team and staff use self-evaluation effectively to successfully identify areas for improvement and act on the views of parents, such as offering more forest learning activities.

Quality of teaching, learning and assessment is good

Staff plan and support children's next steps well and build on what they can do. There is a good balance of experiences across the areas of learning and staff provide parents with helpful ideas to support children's learning at home. Staff use their visits to the children's centre and research effectively to support children's communication and language skills. For example, they provide a good narrative to children's actions to help their understanding. Young children respond well to music, expressing themselves freely and moving in different ways. There are good opportunities for them to add to their play, for example, shakers to accompany familiar songs. Young children manipulate play dough well and make choices of which tools to use confidently, developing good coordination.

Personal development, behaviour and welfare are good

Children behave well. Staff provide specific praise so that children know what they have done well to raise their self-esteem, such as sitting with crossed legs and listening carefully. Staff know the children well and meet their care needs efficiently. For example, they set up health care plans with parents, which they regularly review, to ensure they meet children's changing needs. There are good opportunities for children to play outside in the fresh air, or to take part in a yoga session, to develop their physical skills.

Outcomes for children are good

Children gain good skills for their next steps in learning. They are sociable, kind to each other and helpful. For example, children praise the younger ones for sharing a colouring book, stating 'that is a kind thing to do'. Children show fascination and repeat actions to notice patterns, such as how the toy milk bottle empties when they lift it to feed the doll. Older children develop good early reading skills. For example, they identify initial sounds of objects and follow diagrams to help them construct and build successfully.

Setting details

| | |
|--|---|
| Unique reference number | 107083 |
| Local authority | Bristol City |
| Inspection number | 1068367 |
| 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 | 36 |
| Number of children on roll | 58 |
| Name of registered person | Carla Freeman |
| Registered person unique reference number | RP511808 |
| Date of previous inspection | 12 May 2014 |
| Telephone number | 07713088945 |

The Green Door Day Nursery registered in 1993. It operates from the ground floor of a converted property in St Andrews, Bristol. The nursery is open each weekday from 8am to 5.45pm throughout the year, excluding bank holidays. The nursery receives funding to provide free early education to children aged two, three and four years. The manager holds an early years qualification at level 3. She is supported by 14 members of staff. Of these, one holds early years professional status, two hold qualified teacher status, one holds an early years qualification at level 6, four hold early years qualifications at level 3 and two hold early years qualifications at level 2.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.gov.uk/government/organisations/ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our website for news, information and updates at www.ofsted.gov.uk/user.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/government/organisations/ofsted

© Crown copyright 2017

