

Henbury Hill House Acorns

College Park Drive, Westbury on Trym, Bristol, BS10 7AN



Inspection date

21 April 2017

Previous inspection date

13 May 2015

| 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

- Leaders monitor and track children's learning closely. They help staff provide one-to-one support for all children who require extra input or who have special educational needs and/or disabilities. This helps ensure outcomes for all children are good.
- Partnerships with parents are effective. Leaders and staff use various strategies to keep parents well informed about their children's learning. Parents are very complimentary about the staff team. For example, they comment on how well staff share ideas on how learning can be supported further in the home.
- Self-evaluation is successful. Leaders effectively make targeted improvements to continually improve outcomes for children. For example, since the previous inspection, leaders have developed secure systems to support the well-qualified staff to evaluate and build on their teaching skills.
- Children behave well. Leaders and staff are positive role models. For example, they help children learn how to negotiate in taking turns with toys and be kind and respectful to others. Babies develop close and affectionate relationships with staff and feel secure.

It is not yet outstanding because:

- At times, staff complete tasks for children rather than encouraging them to do things for themselves to support them to develop their independence skills to the highest levels.
- Staff do not consistently organise some activities or changes between activities effectively to maintain children's interest and learning.

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 do things for themselves and become more independent
- review the organisation of some activities and routines to support children further to remain more interested and engaged in all learning opportunities.

Inspection activities

- The inspector observed the activities and the quality of teaching throughout the setting.
- The inspector held discussions with the leadership team and spoke with children and staff at appropriate times throughout the inspection.
- The inspector looked at a sample of documentation, including staff suitability checks, self-evaluation documents, observations, assessments, planning records and documentation linked to checking children's progress.
- The inspector took into account the views of parents spoken to on the day of the inspection.
- The inspector conducted a joint observation of staff practice and discussed this with the early years teacher.

Inspector

June Robinson

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. Staff have a secure knowledge of child protection and know what to do if they have concerns to ensure children are protected. They update policies and procedures regularly to ensure they reflect good practice. Leaders ensure staff are fully aware of updates to policies. Recruitment and induction procedures are rigorous to help ensure the ongoing suitability of staff. The well-qualified staff are supported well with training opportunities to update their professional expertise and benefit children's learning. For example, staff have taken part in research projects to raise their awareness of developing stimulating play environments to broaden children's learning opportunities.

Quality of teaching, learning and assessment is good

Staff have a good understanding of how children learn. They complete regular assessments and monitor children's achievements to effectively plan and narrow any gaps in their learning. Staff support children well in small groups to develop their good communication and language skills. For example, older children take part in turn-taking games using picture-action cards to develop their use of descriptive language. Younger children learn about patterns in language as they tap out syllables of their names. Staff help children develop a good understanding of the natural world. For example, they work with children growing plants from seeds in the greenhouse made from recycled materials. Children plant potatoes and vegetables in the garden to eat in the setting.

Personal development, behaviour and welfare are good

Children are supported well to understand about similarities and differences between themselves and others. For example, staff work in partnerships with parents to create displays about children's families and people who are important to them. Staff support children's physical abilities well. For example, babies confidently explore climbing up and down small steps and sliding down slopes on the indoor play lofts. All children have good opportunities to be outdoors on a daily basis and to be physically active.

Outcomes for children are good

Children make good progress in learning from their individual starting points. They develop effective skills to prepare them well for the next stage in their learning and their eventual move on to school. Children develop their early literacy skills well. For example, children of all ages enjoy looking at books, listen to stories and handle books with care. Children are confident communicators and talk about their understanding of the world, such as potatoes growing under the ground. Younger children delight in joining in with rhymes and songs with actions. Older children are eager to sing songs they have learnt in other languages, such as Welsh. Children are confident, motivated learners who concentrate and listen attentively to staff.

Setting details

| | |
|--|---|
| Unique reference number | EY225980 |
| Local authority | Bristol City |
| Inspection number | 1091402 |
| 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 - 4 |
| Total number of places | 120 |
| Number of children on roll | 180 |
| Name of registered person | Acorns Nurseries Limited |
| Registered person unique reference number | RP520056 |
| Date of previous inspection | 13 May 2015 |
| Telephone number | 0117 950 5885 |

Henbury Hill House Acorns registered in 2001. It is part of the Acorns chain of nurseries, with the head office in Cardiff. The nursery is situated in the Westbury-on-Trym area of Bristol. The nursery opens from all year round 7.30am to 6pm, Monday to Friday with the exception of bank holidays. The nursery receives funding for the provision of free early education for two-, three- and four-year-olds. There are 33 members of staff working directly with the children. Of these, one holds qualified teacher status, four hold early years qualifications at level 6, four at level 5, one at level 4, 20 at level 3 and three 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

