

# Sodbury Vale Day Nursery

Ridgewood Community Centre, 244 Station Road, Yate, Bristol, BS37 4AF



## Inspection date

10 October 2017

Previous inspection date

16 July 2014

<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
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

- Partnerships with parents are strong. Staff effectively share information about children's progress and this helps parents extend their learning at home.
- Staff plan a stimulating range of outdoor opportunities for children across all areas of learning. This motivates children in their learning, particularly those children who prefer to learn outdoors.
- Leaders work closely with staff to evaluate the effectiveness of their practice and assessment of children's progress. This helps staff develop their skills and improve teaching. In addition, staff have access to a range of training opportunities.
- Settling-in procedures are well planned and tailored to individual children. Children settle quickly and build nurturing relationships with staff. This successfully supports their emotional well-being.
- Staff use accurate assessments to monitor children's progress. They know when additional support may be required and cater for children's individual needs. This improves outcomes for children and is helping all children make good progress.

### It is not yet outstanding because:

- Staff miss some opportunities to encourage children to participate in a range of activities which are enjoyed by both boys and girls.
- During changes in routine, children find it more difficult to make choices in play and remain focused on their learning.

## What the setting needs to do to improve further

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

- encourage all children to consistently take part in a broad range of learning experiences, not limited by their ideas of what is appropriate for girls or for boys
- improve changes in routine to help children make more choices about what they would like to do and focus on what they are learning.

### Inspection activities

- The inspector held discussions with the provider and leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities, and staff teaching inside and outside.
- The inspector looked at documentation, including a sample of children's records, and planning and assessment records, and checked the suitability of staff to work with children.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection, and of the nursery's self-evaluation.
- The inspector completed a joint observation with the manager.

### Inspector

Dominique Allotey

## Inspection findings

### Effectiveness of the leadership and management is good

Leaders and staff implement good systems for monitoring and tracking the overall progress of different groups of children. These help ensure any gaps in children's development are identified and supported. Leaders and staff constantly reflect on their practice and make effective, carefully planned improvements. They have successfully addressed recommendations made at their previous inspection, such as establishing peer observations. Leaders ensure a strong training programme for staff which effectively improves practice and outcomes for children. The arrangements for safeguarding are effective. Staff have a good understanding of the nursery's procedures and are confident in what they must do if they are concerned about the welfare of a child in their care.

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

Staff establish children's prior interests, skills and abilities through their observations and build on these effectively. They carefully plan from children's interests to help them achieve what they need to learn next. They show particular skill in the teaching of communication and language, and personal, social and emotional development. For example, they teach good social skills and respect for others. This helps children play and learn well together. Children make fast progress in these areas and develop many of the skills they need in preparation for starting school. Staff help children learn through a good mix of individual play and adult-led activities. Staff tailor activities to best support the different age ranges. For example, at welcome time, young children benefit from a small-group social activity, while staff challenge older children using activities designed to prepare them for school.

### Personal development, behaviour and welfare are good

Key persons take responsibility for their own groups of children who they know well and with whom they have built nurturing relationships. This helps them accurately assess children's achievements and check their progress in all areas of learning. Staff ensure the indoor and outdoor environments are stimulating, enabling children to engage and concentrate well on their play. Children have access to a good range of quality resources that excites and challenges them. Children develop good physical skills and a good knowledge of being healthy. For example, they learn to put on their coats and discuss healthy eating as they have snacks. Staff skilfully support children moving on to school. For example, schoolteachers are invited to visit the nursery. Staff are vigilant in maintaining children's safety. They ensure a safe and secure environment for children to learn and develop.

### Outcomes for children are good

Children gain a good range of skills which prepares them well for their next stage in learning and their eventual move on to school. They behave well, take turns and are confident to talk to others. They demonstrate good social skills. Children manage their own feelings well and are able to resolve conflicts independently. They develop good counting skills and mathematical knowledge.

## Setting details

<b>Unique reference number</b>	EY367490
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	1070954
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	40
<b>Number of children on roll</b>	85
<b>Name of registered person</b>	Sodbury Vale Day Nursery Ltd
<b>Registered person unique reference number</b>	RP527619
<b>Date of previous inspection</b>	16 July 2014
<b>Telephone number</b>	01454 329590

Sodbury Vale Day Nursery registered in 2009. It is based at the Ridgewood Community Centre on the border of Yate and Chipping Sodbury, in South Gloucestershire. The nursery is open each weekday from 8.30am to 4pm, during term time only. The nursery receives early education funding for children aged two, three and four years. The nursery employs 13 members of staff, 10 of whom hold early years qualifications at level 3. The manager has early years professional status.

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