

Charlton Nursery

Westbrook, Main Road, Flax Bourton, Bristol, BS48 3QX



Inspection date	9 April 2018
Previous inspection date	2 July 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Staff plan highly attractive and stimulating play areas, which inspire children to explore and investigate. All children are extremely inquisitive, highly confident and concentrate on activities superbly for their age. For example, babies are engrossed and fascinated as they discover how to paint using celery sticks, showing excellent curiosity.
- The managers effectively evaluate the provision and are committed to providing a high standard of care and education. Since the last inspection, they have increased the opportunities for children to make marks, to support their literacy skills.
- Staff work closely with parents to support strong links between home and the nursery. For example, they routinely share information with parents about their child's next steps in learning, to encourage them to build on what children know when at home.
- The managers and staff work successfully with outside agencies and parents to provide complementary experiences for children who require additional support. This helps them to make particularly good progress in their learning and gain good skills for the future.

It is not yet outstanding because:

- On occasion, staff ask questions that are too hard for children to understand, and do not always give children enough time to respond, and think and talk about their ideas.
- Although staff know their key children very well, they do not share information with other staff about their children's learning as well as they could, so that children always receive consistent support and challenges.

What the setting needs to do to improve further

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

- ensure questions are pitched to the appropriate level to support children's understanding, and consistently allow them enough time to think and respond
- develop processes for staff to share information about their key children's learning with each other, so they can provide consistent experiences and offer the right level of challenge for all children.

Inspection activities

- The inspector observed the play areas, the interactions between children and staff, and children's engagement during free-play and adult-led activities.
- The inspector carried out a joint observation with a manager, to evaluate the quality of teaching and learning during an adult-led activity.
- The inspector took account of the views of staff, children and parents spoken to on the day of inspection, and of parents' written feedback.
- The inspector held a meeting with the managers to assess their understanding of the requirements.
- The inspector sampled a range of documentation, including self-evaluation records, staff's suitability checks, risk assessments and children's learning records.

Inspector

Sarah Madge

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The managers and staff recognise signs that might cause concern about a child's welfare and know how to refer these appropriately. They carry out daily checks of the premises to provide a safe and secure environment for children. The managers monitor staff's practice effectively and provide good support and coaching, such as through supervision meetings and observations of their practice. Staff make effective use of professional development opportunities to enhance their skills. For instance, following training, staff have developed their practice for children who require additional support. As a result, they successfully plan activities and implement strategies to focus particularly on the children's listening and concentration skills. The managers routinely track children's progress to identify any patterns in learning. This has led them to work on improving staff's teaching of mathematics, to extend children's progress.

Quality of teaching, learning and assessment is good

Staff clearly understand how to engage children and broaden their interests. For example, they enthusiastically participate in children's imaginative games and provide sensitive reassurance to children who are anxious about joining in with messy play. Staff assess children's development accurately, and planned activities reflect children's different learning needs and interests well. For example, toddlers use tools to make marks in foam and learn to hold a pencil correctly, which promotes their early writing skills effectively. Older children creatively experiment with clay, such as dipping it in water and wiping it across the table to create a different surface on which they can draw with their fingers. Babies confidently 'have a go' at completing inset puzzles, persevering as they turn the pieces to try to find the right fit.

Personal development, behaviour and welfare are outstanding

Staff greet children and their parents very warmly. Children arrive very confidently and eager to start the day. They are extremely well settled. For example, new children immediately feel comfortable and content with the staff and other children. Staff have very high expectations of the children, who behave beautifully. For instance, babies and toddlers share the toys with their friends without prompt from staff, and older children are exceptionally polite to each other. Children very clearly understand the rules and helpfully remind others of them, to help keep their friends safe. For instance, they tell each other to carry sticks 'pointing down' to prevent injuries.

Outcomes for children are good

All children develop the key skills needed for school. Children are highly independent. For example, babies insist on feeding themselves using spoons, which they manage well. Older children persevere until they successfully fasten zips on coats and put on their boots correctly. Toddlers inquisitively push buttons on toys to see what happens, and act out what they know, such as pretending to talk to their families on telephones. Babies enjoy using their senses to investigate textures, such as stroking carrots with their fingers.

Setting details

Unique reference number	EY412582
Local authority	North Somerset
Inspection number	1130861
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	0 - 4
Total number of places	101
Number of children on roll	174
Name of registered person	Charlton Nursery Ltd
Registered person unique reference number	RP524200
Date of previous inspection	2 July 2015
Telephone number	01275 464815

Charlton Nursery in Flax Bourton, near Bristol, registered in 2010. It opens each weekday from 7.30am to 6.30pm, all year round. The nursery employs 30 staff to work directly with children, 25 of whom hold relevant qualifications to at least level 3. The managers hold level 3 qualifications, three staff have completed relevant degrees and another holds early years teacher status. Three cooks and three finance officers support the nursery. The nursery receives funding to provide free early years education for children aged two, three and four years.

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