

Buckingham Gardens Day Nursery

Buckingham Gardens, BRISTOL BS16 5TW



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| Inspection date | 4 September 2018 |
| Previous inspection date | Not applicable |

| The quality and standards of the early years provision | This inspection: Previous inspection: | Good Not applicable | 2 |
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| Effectiveness of 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

The provision is good

- Staff plan a stimulating range of outdoor opportunities for children in the attractive and inviting garden. This motivates children of all ages in their learning, particularly those who prefer to learn outdoors.
- Staff are strong teachers of mathematics. They provide children with good opportunities to develop their mathematical knowledge. For example, when pumping and transporting water from a water pump, they talk about capacity.
- Partnerships with parents are strong. Staff keep parents well informed about their child's progress and work with them to meet children's individual care needs. This offers children good continuity of care.
- Leaders offer good guidance and support to staff. For example, staff regularly undertake training and have regular supervision and team meetings to help them in their role. This helps staff reflect on their practice well.
- Leaders show a strong commitment to building continually on the good quality of care and learning they provide for children. They reflect accurately on the strengths and areas for further development. They have effective methods for self-evaluation.

It is not yet outstanding because:

- Occasionally, staff use questions that are not geared to children's stage of development. This limits the opportunities to extend children's thinking skills fully and enhance their language and communication.
- Staff working with the youngest children do not consistently promote children's own ideas and individual creativity fully during drawing and mark-making activities.

What the setting needs to do to improve further

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

- make greater use of opportunities to use skilful and developmentally appropriate questioning techniques during children's play and activities, to increase their thinking skills and promote their language development further
- enhance opportunities for the youngest children to lead their own play in mark-making activities, so they can develop their early writing skills and be more creative.

Inspection activities

- The inspector held discussions with the leadership team 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, planning and assessment records, and checked evidence of 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 leadership and management is good

Arrangements for safeguarding are effective. Staff understand their responsibility to protect children from harm. Leaders use regular opportunities to ensure staff know how to respond if they are concerned about the welfare of a child in their care, and that staff are able to identify possible signs that a child may be at risk of harm. Leaders implement good systems for monitoring and tracking the overall progress of different groups of children. This helps ensure that they identify and support any gaps in children's development. Leaders also use their tracking to identify any areas to develop staff teaching skills. For example, they quickly identified a need to enhance mathematics and implemented additional support and training for staff, which helped raise the quality in this area. Staff successfully use peer observations as a tool to build consistency in teaching, to improve practice and outcomes for children.

Quality of teaching, learning and assessment is good

Children benefit from a good range of child-led activities. They have good opportunities to be independent learners. Staff work closely with parents when children first start, to find out what skills children already have. They find ways to engage them in activities to help build on these skills. Staff use accurate assessments to monitor children's progress. They know when additional support may be required and cater for children's individual needs. Key persons carefully plan from children's interests to help them achieve what they need to learn next. This improves outcomes for all children. Staff are skilled in the teaching of personal, social and emotional development. For example, older children are taught good social skills and respect for others. This helps children work together on tasks, and play and learn alongside one another happily. Younger children benefit from singing activities. For example, they choose objects from a bag and listen intently as an adult sings a song linked to that object.

Personal development, behaviour and welfare are good

Children follow instructions and have good social skills, which help them interact well with others and make friends. Staff are consistent in their expectations and use positive teaching techniques to promote good behaviour. For example, they give children praise for their achievements. This promotes children's emotional well-being effectively and boosts their self-esteem. Staff ensure environments are well maintained and safe for children. For example, babies have their own garden set up for less mobile children. Children learn about the importance of healthy lifestyles. For example, staff talk to older children about the food they are eating to encourage their knowledge of healthy food.

Outcomes for children are good

All children, including those who have special educational needs and/or disabilities, make good progress in all areas of learning. Children have good levels of independence and self-care skills. For example, older children follow good hygiene routines, serve themselves lunch and put on their own wellington boots. Children are confident learners who concentrate well during activities. For example, babies ask adults to read books to them and enjoy storytelling activities. Children demonstrate positive attitudes to learning that help prepare them for starting school.

Setting details

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| Unique reference number | EY551857 |
| Local authority | South Gloucestershire |
| Inspection number | 10077472 |
| Type of provision | Full day care |
| Registers | Early Years Register |
| Day care type | |
| Age range of children | 0 - 5 |
| Total number of places | 72 |
| Number of children on roll | 121 |
| Name of registered person | Buckingham Gardens Day Nursery Ltd |
| Registered person unique reference number | RP551856 |
| Date of previous inspection | Not applicable |
| Telephone number | 01173304926 |

Buckingham Gardens Day Nursery registered in 2017. It is based in Downend, Bristol. The nursery opens Monday to Friday from 7.30am to 6pm all year round, except for one week over Christmas. The provider, who is also the manager, has qualified teacher status, and the deputy manager has a foundation degree in early years. Of the 15 other staff, 11 have early years childcare qualifications at level 3.

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