

<b>Inspection date</b>	18 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
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

### This provision is good

- The dedicated managers lead their staff well. They reflect on practice to drive improvements across the nursery and support staff to undertake a range of continuous professional development opportunities. The quality of teaching is consistently good. Systems for assessing and planning children's learning are effective. Managers swiftly identify any gaps in children's progress and plan the necessary support.
- Staff establish strong relationships with parents. They regularly share information about children's progress and encourage parents to share learning and experiences from home. Parents speak highly of the managers and staff.
- Children behave well. All staff provide consistent guidance to support children to develop strong social skills. For example, they notice when children are polite and kind and praise their behaviour. Children develop high levels of self-esteem.
- Staff provide a well-planned environment which supports children to demonstrate confidence in making their own choices. For example, children excitedly ask each other for orders, write them down and make a wide range of drinks in the café area. All children in the nursery make good progress from their starting points.
- Occasionally, staff miss opportunities to extend children's mathematical skills and understanding further.
- The nursery does not use the views of parents consistently to help identify further areas for development.

## What the setting needs to do to improve further

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

- make full use of opportunities to support children further, to explore mathematical language and ideas
- build on self-evaluation procedures to include the views of parents, to help identify further areas for development.

### Inspection activities

- The inspector observed the quality of staff's interactions and teaching with children during play inside and outdoors.
- The inspector held discussions with managers, staff and children at convenient times during the inspection.
- The inspector considered the views of parents.
- The inspector carried out a joint observation with the manager and discussed the findings with her.
- The inspector samples a range of documentation, including children's assessment records, policies and procedures.

### Inspector

Lin Harvey

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. The dedicated managers use robust recruitment and induction procedures to ensure staff are suitable. Managers and staff have good knowledge of how to protect children and the procedures to follow if they have a concern. The managers reflect on their practice and identify actions for improvement. For example, they have increased opportunities for children to develop their physical skills in the outdoor area. The managers track all children's progress well, using a wide range of assessments. They use these assessments to identify gaps in children's learning and provide opportunities for staff to develop their skills and knowledge to benefit children's development. For example, managers identified some children were not progressing in their language skills and they supported staff to undertake training focused on enhancing children's language. Staff are encouraged to share learning with the team and use their knowledge to improve outcomes for children.

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

Managers and staff use information from parents and their ongoing observations to provide a range of challenging activities and resources. Staff focus on children's interests, to encourage them in their learning. For example, staff provide an opportunity for children to explore role play with dinosaurs. All staff place a strong emphasis on children's communication and language development. The youngest children are encouraged to use signs as they participate in songs and rhymes. Children have fun experimenting with different textures and media. For example, older children enjoy exploring shredded paper looking for objects. Staff provide children with plenty of opportunities to strengthen their physical skills. Children learn to move their whole bodies as they enthusiastically copy staff to dance and make actions to music. Staff provide a well-planned learning environment for children to be independent in and make their own choices. Resources are easily accessible and the rooms are set up to motivate children to play and explore.

### Personal development, behaviour and welfare are good

Children form close bonds with all staff. Children arrive happily and are eager to join their friends. They behave well and relish responsibilities. For example, the youngest children enjoy the opportunity to clear up using a brush and dustpan. Staff support children well to develop their self-esteem. For example, they provide children with praise as they attempt to complete a task. Children develop good communication and language skills and engage confidently in conversations with familiar and unfamiliar adults. Staff are all good role models to children. They use consistent and gentle reminders to help children play well together.

### Outcomes for children are good

All children, including those who speak English as an additional language, make good progress in all areas of learning. Children have good levels of independence and self-care skills. For example, children follow good hygiene routines and put on their coats and shoes. Children have fun and enjoy good learning experiences. For example, they eagerly join in a game of hide and seek, laughing when they are discovered by staff.

## Setting details

<b>Unique reference number</b>	EY539244
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10089763
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	41
<b>Number of children on roll</b>	53
<b>Name of registered person</b>	Purple Childcare Bristol Ltd
<b>Registered person unique reference number</b>	RP539243
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01174310836

Purple Childcare registered in 2016, and is a privately owned nursery. It opens all year round, Monday to Friday from 7.30am to 5.30pm. A team of 10 staff works with the children. Of these, nine are qualified in early years to level 3 or above.

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Piccadilly Gate  
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Manchester  
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