

# Early Years Bannerman Road



The Early Years Building, Bannerman Road, Easton, Bristol BS5 0RR

<b>Inspection date</b>	19 July 2019
Previous inspection date	21 June 2016

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	Previous inspection:	Good	2
Effectiveness of leadership and management		Requires improvement	3
Quality of teaching, learning and assessment		Requires improvement	3
Personal development, behaviour and welfare		Requires improvement	3
Outcomes for children		Requires improvement	3

## Summary of key findings for parents

### This is a provision that requires improvement

- Due to a restructure of the management of the nursery, there is a lack of strong leadership to provide staff with a clear direction. The management team's systems for monitoring staff practice are not fully effective. This means that there are inconsistencies in staff practice.
- Staff miss opportunities to support children to count and recognise numbers, to support their early mathematical development.
- Staff do not always encourage children to do simple task for themselves, to support their independence and physical skills.
- The lack of effective assessment means staff miss opportunities to plan children's next steps or identify gaps in learning. This limits their ability to support children to make the progress of which they are capable.

### It has the following strengths

- Children form positive relationships with staff and have good self-esteem. This supports their emotional development well.
- Children behave well. Staff set clear boundaries and teach children how to share and take turns.
- Parent partnerships are good. Staff communicate well with parents to help keep them informed about their child's day.

## What the setting needs to do to improve further

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

- improve the new managements effectiveness, developing clear support for staff, including monitoring of the quality of teaching and helping to raise the quality across the nursery
- provide further opportunities for children to count and recognise numbers, to support their early mathematical development
- encourage children to do simple tasks for themselves, to support their independence and physical skills
- focus clearly on identifying children's next steps to narrow any gaps in learning effectively and ensure all children make the best progress possible.

### Inspection activities

- The inspector observed the quality of teaching indoors and outdoors. She talked to staff and children at appropriate times
- The inspector took into account the views of parents spoken to on the day of the inspection and through responses to questionnaires
- The inspector had a leadership and management meeting with the area manager and nominated person.
- The inspector looked at samples of paperwork, including policies for safeguarding, complaints, accidents and medication, staff qualifications and children's records.

**Inspector**  
Tracey Cook

## Inspection findings

### Effectiveness of leadership and management requires improvement

Safeguarding is effective. Managers have focused well on providing training to make sure that all staff have a thorough knowledge of child protection. Throughout the premises security arrangements are good. The nursery lacks a clear leadership structure, which is having a negative impact on the support for staff to improve their teaching practice. The management team has not identified the strengths and weaknesses within the nursery effectively to prioritise action plans and support continuous improvement. There are some weaknesses in the quality or teaching and general monitoring of progress within the nursery, and these are not being addressed promptly. Staff attend training to support children's learning. For example, one member of staff has recently attended training regarding special educational needs and/or disabilities (SEND). However, the new skills learned have not yet been utilised effectively to impact on children who may require extra help to fully support their learning.

### Quality of teaching, learning and assessment requires improvement

The quality of teaching is varied. Not all activities are well planned or extended. For example, although older children enjoy rolling the ball to play skittles, staff miss opportunities to encourage them to count the pins or match the number knocked down to the number on the pins. Older children struggle to put their own aprons on and then must wait to start as they do not have any water to play with. Staff focus well on supporting children's communication skills. They provide opportunities for children to use home languages, match rhyming words and use sign language to help further their understanding. All children, including those with SEND or who are learning English as an additional language, talk confidently.

### Personal development, behaviour and welfare require improvement

Generally, children make secure attachments with familiar staff. However, not all children settle as quickly as possible and some are reluctant to leave their parents at the start of the day. Staff support children's personal hygiene well. For example, children routinely wash their hands before eating snack. However, on occasions staff do not encourage children to do simple things for themselves like preparing snack or putting their own aprons on, to support their independence and physical skills. Children have good opportunities to learn about the wider world, for example through celebrating various festivals, sharing books and trying foods from around the world.

### Outcomes for children require improvement

Overall, children enjoy their time at the nursery, although their progress is not always as rapid or coordinated as possible. All children like the attention of the friendly staff and are confident to express their views. Older children generally concentrate well on activities, but, at times, younger children become unsettled and lose interest. Children are happy and confident, helping to prepare them for their future learning, including school.

## Setting details

<b>Unique reference number</b>	EY275107
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10061822
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	32
<b>Number of children on roll</b>	43
<b>Name of registered person</b>	Bristol City Council
<b>Registered person unique reference number</b>	RP526904
<b>Date of previous inspection</b>	21 June 2016
<b>Telephone number</b>	0117 903 0269

Early Years Bannerman Road registered in 2006 and is situated in Easton, Bristol. The nursery opens Monday to Thursday from 8.45am to 5pm., and on Friday from 8.45am to 3.30pm, throughout the year, except for a week at Christmas. It receives funding for the provision of free early education for children aged two years. There are eight members of staff, all of whom hold relevant childcare qualifications, including one who holds level 6.

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