

Clifton Tots Day Nursery



Clifton Tots Day Nursery, 12 Grove Road, Redland, BRISTOL BS6 6UJ

Inspection date	6 August 2019
Previous inspection date	1 March 2016

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
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 manager is passionate about continuing to raise the quality of the provision to the highest level. She works closely with staff and parents to evaluate all areas of the nursery to make positive changes. For instance, staff have created a new 'loose parts' playroom which has encouraged children's imagination and creativity successfully.
- Children develop close bonds with their key person. Staff ensure they give children's emotional well-being a high priority. For example, staff use home visits effectively to support children and parents when starting at the nursery. In the baby room, staff place photographs of children's families on the floor, for children to see them easily as they move around the room.
- Partnerships with parents are strong. The manager regularly gains parents' views on the nursery and staff keep them regularly updated about their children's progress. Parents speak extremely highly of the nursery and the high-quality care provided.
- Staff have a good understanding of how children learn. They use accurate assessments to carefully monitor the progress children are making. Staff use this information along with children's interests to plan appropriate next steps to move them forward in their learning and development successfully.
- Staff skilfully develop children's communication and language skills. For instance, younger children respond to simple instructions and staff use slow, clear speech. Older children learn good conversational skills and confidently contribute to discussions.
- Sometimes, activities are not as well organised as they could be to help maximise learning for all children and to help them learn how to keep themselves safe.
- Staff do not consistently challenge or extend older, more-able children's learning during spontaneous opportunities that arise.

What the setting needs to do to improve further

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

- review the organisation of activities to ensure there is enough space for children to play and support them more to learn how to keep themselves safe
- strengthen the quality of staff teaching to make the most of all opportunities that arise to extend children's learning further, especially older, more-able children.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed two joint observations with the manager and discussed the quality of teaching.
- The inspector spoke to parents and read feedback provided, and took account of their views.
- The inspector spoke with children and staff at appropriate times during the inspection.
- The inspector held a meeting with the nursery manager. She sampled a range of relevant documentation, including staff suitability, policies and children's learning records.

Inspector

Kelly Sunderland

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff know a range of signs and symptoms that could indicate a child is at risk of harm. They know the correct procedure to follow to keep children safe. The manager gives staff well-being a high priority. For instance, she has attended training about mental health and staff attend regular well-being sessions together. The manager follows robust recruitment and vetting arrangements. These help to ensure that staff who work with children are suitable to do so. The manager gives staff good opportunities to further develop their skills and knowledge. For instance, recent training has given them further knowledge about the characteristics of effective learning. This has helped them recognise and support children's individual learning styles more effectively. Staff work well in partnership with other settings that children attend. This helps to achieve continuity in children's care and learning.

Quality of teaching, learning and assessment is good

Staff promote children's mathematical development well. For instance, they help babies develop good early mathematical skills as they count the number of scoops of sand it takes to fill containers and compare different-sized sandcastles. Staff encourage older children to practise their counting skills, as they confidently count beyond 20. Staff promote children's literacy skills effectively. Younger children use coloured chalks to draw and make marks outside. Older children use stirrers in sand to draw and confidently write their names, forming recognisable letters.

Personal development, behaviour and welfare are good

The manager and staff have created a warm, welcoming nursery where children are at the heart of everything they do. For example, children's artwork and family photographs adorn the walls of the nursery entrance and classical music gives a calming effect. Children gain a good understanding of the importance of leading a healthy lifestyle. For instance, they discuss healthy eating during lunchtime with staff. Older children understand that drinking water will help to keep them hydrated and that eating vegetables will help to keep them healthy. Children behave well and show good levels of cooperation as they play together. They benefit from a wide range of outings and experiences. For instance, children visit open green spaces, join in weekly exercise classes, and children thoroughly enjoy weekly music sessions.

Outcomes for children are good

Children are making good progress in their learning. They are eager and motivated to learn. Children of all ages show a love of books. Older children sit for extended periods listening to traditional tales. Younger children show good hand-to-eye coordination as they post balls through holes in a large piece of cardboard. Older children build close friendships and develop good social skills. They are confident communicators. Children develop key skills in readiness for the next stage in their learning and eventual move on to school.

Setting details

Unique reference number	EY478274
Local authority	Bristol City of
Inspection number	10061862
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 4
Total number of places	90
Number of children on roll	200
Name of registered person	Clifton Tots Ltd
Registered person unique reference number	RP904241
Date of previous inspection	1 March 2016
Telephone number	01179739064

Clifton Tots Day Nursery registered in 2014. It is situated in Bristol. The nursery is open Monday to Friday from 7.30am to 6pm throughout the year, except for public holidays and the Christmas period. The nursery is in receipt of funding to provide free early education for children aged three and four years. The nursery employs 27 members of staff. Four members of staff hold a qualification at level 6, nine hold a qualification at level 3, seven hold a qualification at level 2 and seven members of staff are unqualified.

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