

UWE Students' Union Halley Nursery

Frenchay Campus, Coldharbour Lane, Bristol BS16 1QY



Inspection date	27 August 2019
Previous inspection date	3 May 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The highly experienced and knowledgeable manager is passionate in her drive to lead the nursery to the highest quality. The staff reflect well on the provision and continually look for areas to further improve. For example, they have recently focused on their monitoring of children's learning and development, to evaluate the progress different groups of children make.
- Staff provide children with exceptional care. They are extremely nurturing and highly respectful of children's emotional needs. For instance, staff ensure children transitioning to new rooms receive superb support and each settling-in session is tailored to children's individual needs and preferences. Children visit their new room with their key person, who supports them very well during settling-in sessions.
- Partnerships with parents are strong. Parents receive detailed information about their children's progress and are given ideas to further continue learning at home. They are invited into the nursery on a regular basis. For example, once a month, staff invite parents in to take part in activities in the woodland area of the nursery, to involve them in their children's learning.
- Staff closely monitor the progress children make. This help them to identify any gaps in development swiftly. Staff put effective support in place for children who are delayed in their development. Children make good progress in their learning.
- At times, staff miss opportunities to challenge children's thinking skills further and support them to develop their own ideas.
- The support for staff and the systems for monitoring teaching are not always targeted, to build on staff's practice in order to challenge and extend children's learning further.

What the setting needs to do to improve further

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

- make better use of opportunities to support children to further develop their thinking skills and to come up with their own ideas
- monitor and evaluate staff's practice more closely and help staff to improve the existing good-quality teaching even further, to challenge and extend children's learning.

Inspection activities

- The inspector observed the quality of teaching during indoor and outdoor activities, and assessed the impact this has on children's learning.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the nursery manager.
- The inspector spoke with parents and read their written feedback to take account of their views.
- The inspector held a meeting with the nursery manager. She reviewed a sample of relevant documentation and evidence of the suitability of staff working in the nursery.

Inspector
Kelly Sunderland

Inspection findings

Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. The manager ensures that staff have a good knowledge of safeguarding practices and has put good systems in place to ensure children are safe. Staff have a good understanding of the signs to be aware of that could indicate a child is at risk of harm, and know the correct procedure to follow to report any concerns. Robust recruitment procedures and practices ensure staff are suitable to work with children. The manager ensures all staff benefit from a thorough induction programme when they first join the setting. The manager encourages all staff to share their knowledge and expertise with each other during meetings, to enrich the team's professional development. This has led to staff implementing effective small-group language activities, to further develop children's communication skills and confidence.

Quality of teaching, learning and assessment is good

Staff complete regular observations and assessments of children's learning and plan activities based on children's interests. For example, children show an interest in fixing and mending things at home, so staff plan a junk modelling session to build on this. Children confidently use tools and spend prolonged periods of time creating and pretending to fix boxes. Staff support children's literacy skills effectively. For instance, they follow children's interests as they snuggle down with babies to look at books. Older children show good listening and attention skills and confidently join in with parts of the story. Staff provide ample opportunities and a range of resources for children to develop their creativity and imaginative skills. For example, younger children enjoy using water squirters and tissue paper to create pictures and older children use chalks outdoors to draw.

Personal development, behaviour and welfare are outstanding

The manager and staff are extremely welcoming and dedicated to providing the very best care for children. Children thrive in this supportive, nurturing environment. They are offered outstanding opportunities to learn about the world around them and the local community. For instance, older children speak with children in Greece via the internet to help them learn about technology. Staff encourage children to try new fruits and support them excellently with a healthy lifestyle. For example, staff read a story about food, which leads on to a tasting session where younger children try a range of fruits, such as passion fruit. Toddlers show great independence as they confidently cut up the various fruits.

Outcomes for children are good

Children are motivated to learn and enthusiastically take part in the activities on offer. Older children join in group discussions and are confident communicators. Toddlers learn to count as they sing number songs and babies learn about numbers when staff count the wooden blocks they use to make towers. Children learn and develop many skills to support them in the next stage of their learning and as they move on to school.

Setting details

Unique reference number	EY348818
Local authority	South Gloucestershire
Inspection number	10073866
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	62
Number of children on roll	87
Name of registered person	UWE Students' Union
Registered person unique reference number	RP906539
Date of previous inspection	3 May 2016
Telephone number	01173286290

UWE Students' Union Halley Nursery registered in 2007. It is located on the Frenchay campus of the University of the West of England, in Bristol. The nursery is open Monday to Friday, from 8am to 5.30pm, all year round. The manager holds early years professional status, qualified teacher status and a master's in education. Of the staff team of 20, three hold early years professional status, one holds qualified teacher status, two hold an early years qualification at level 6, one holds level 5, eight hold level 3, and one holds level 2. The nursery receives funding for free early education for children aged two, three and four years.

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance *Complaints procedure: raising concerns and making complaints about Ofsted*, which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at www.ofsted.gov.uk/resources/120354.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: www.ofsted.gov.uk/user.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

