

Inspection of Guinea Lane Nursery

St Mary's Hall, Guinea Lane, BATH BA1 5NB

Inspection date: 16 September 2019

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children enjoy well-planned activities in their unique setting in a converted church. Children in the pre-school room have a bird's-eye view of the rest of the setting through their glass wall and enjoy waving to other staff and children in the rooms below them. They use their imagination fantastically, discussing what they know about different dinosaurs and whether hippos who are swimming in the water might like to eat fish. They cooperate well as they create storylines in their play about superheroes and discuss what special skills and tools they have, such as a 'mighty hammer' or 'magic shield'. Toddlers are curious about the blue sand staff have provided in the tray outdoors. They scoop it into containers, packing it down hard, then ask for staff help to turn it out to make sandcastles. They note that the blue colours their hands and tell staff they will need to wash them. In the baby room there are plenty of sensory toys such as wooden bead mazes, cloth dolls and books with puppets that engage children's interests.

Managers and staff have high expectations for all children and have attended training to help them plan more effectively to meet all children's needs and interests, including those with special educational needs and/or disabilities (SEND) and those who are learning English as an additional language (EAL).

What does the early years setting do well and what does it need to do better?

- Children's behaviour is good. Staff reward children with praise when they do well, which helps them understand expectations for behaviour. They learn to share well and take turns using the toys and other resources.
- Pre-school children show high levels of concentration and use their imagination well. They readily engage in conversation with other children and involve adults too. For example, they talk about places they have visited, such as the theatre, and develop complex storylines for their role play linked to superheroes.
- The managers have reflected well on the setting. They have taken on board suggestions for providing calmer learning spaces using natural materials that offer sensory experiences for the children. Children explore light boxes, hide in the dark den and play with wooden and cloth dolls. They show high levels of concentration and involvement as they engage with different activities.
- Outdoor activities have been developed to include trips to local parks where children can develop their physical skills using larger play equipment, slides and swings. Other walks around the area help children learn about diversity, through exploring the abbey, visiting the shops and collecting leaves and other natural materials to create with back at the setting.
- The quality of teaching is good, and the new planning is helping staff focus better on what children need to learn next. Staff adapt activities well to meet children's needs, although staff working with the babies sometimes do not

respond as quickly as they could and miss chances to enhance babies' learning further.

- Partnership with parents is good. Staff provide them with detailed feedback at the end of sessions. They share information about every aspect of the child's day, including when they have developed new skills, and they provide ideas to help parents continue children's learning at home.
- Staff focus on children's communication. They ask questions, offer ideas and suggestions, and provide new words or signs to help children understand. All children are developing good language skills. Pre-school children in particular are very confident and articulate in their communications with others and use language well to resolve issues. For example, when they have a difference of opinion about whether a character is good or bad they involve the staff to help discuss it and decide that the character is good and can be a superhero.
- Children develop good self-care skills and manage personal hygiene well. Staff encourage children to think about why they wash their hands, explaining it helps to get rid of germs. They encourage them to make choices about what they want to eat, discussing healthy options. Children use serving spoons to put food onto their plates, pour their own drinks and clear plates away when they have finished.

Safeguarding

The arrangements for safeguarding are effective.

Managers have reviewed the safety of the setting, installing locks and coded access points to external doors. They remind children about keeping themselves safe and how to manage appropriate risks. However, they have not practised an emergency evacuation of the building for some time, so new staff and children do not know what to do or where to go in the event of a fire or other emergency. Nonetheless, managers lead practice and the induction of new staff effectively. Staff know and understand how to keep children safe. They know when to refer concerns about the welfare of a child.

What does the setting need to do to improve?

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

- make sure that emergency evacuation procedures are understood and practised by all staff and children, especially when there are new children, staff or changes to the place of safety
- support staff working with the babies to make better use of opportunities and respond quicker to children's changing interests in ways that enhance their learning and development.

Setting details

Unique reference number	EY428181
Local authority	Bath and North East Somerset Council
Inspection number	10123371
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 to 5
Total number of places	58
Number of children on roll	89
Name of registered person	Guinea Lane Nursery Limited
Registered person unique reference number	RP530661
Telephone number	01225487858
Date of previous inspection	30 August 2017

Information about this early years setting

Guinea Lane Nursery registered in 2011 and operates from St. Mary's Church Hall in the centre of Bath. It is open each weekday from 7.30am to 6.30pm, for 51 weeks of the year. The nursery receives funding for the provision of free early years education for children aged two, three and four years. The nursery employs 13 staff who work directly with the children. Of these, one member of staff holds an appropriate childcare qualification at level 6, nine hold appropriate childcare qualifications at level 3 and two hold appropriate childcare qualifications at level 2.

Information about this inspection

Inspector

Anita McKelvey

Inspection activities

- The manager and deputy carried out a learning walk with the inspector and discussed how they provide the educational programme for the children.
- The inspector talked to staff, children and parents at appropriate times during the inspection to seek their views.
- A leadership and management meeting was held with the manager and nominated individual to discuss risk assessments, safeguarding, recruitment, staff suitability and support, and how the setting supports children with SEND or EAL.
- The inspector observed the quality of teaching indoors and outdoors, and talked with staff about how different activities met the needs of the children.

We carried out this inspection 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.

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