

Inspection of Bertie's Nursery

The Downs School, Charlton Drive, Wraxall, Bristol BS48 1PD

Inspection date: 1 October 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	Not applicable
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What is it like to attend this early years setting?

The provision is good

There is very good support for children's emotional well-being. Caring staff provide the youngest children with cuddles and reassurance and they consistently praise toddlers, which helps build high levels of self-esteem. There are good systems to help children move between rooms and settle quickly, with staff getting to know children very well, which parents greatly appreciate. Children behave well. The youngest children engage well in games where they take turns, such as 'tap tap the box'. Staff use their training well, for example providing children with comfortable and calming areas to reflect on their actions. Familiar routines help children feel secure. Toddlers know that they need to find a carpet square to sit in a circle to engage in a music activity. Older children relish the responsibility of shaking the tambourine to remind children it is time to tidy away.

Leaders, managers and staff have carefully considered the environment to encourage children to make choices for themselves. It is well organised, offering children a wide range of opportunities to be imaginative and develop their own ideas. Managers and staff have high aspirations to support children to make good progress from their starting points, using effective evaluation of activities, the use of resources and audits of the space.

Children are well motivated to learn. Staff provide lovely opportunities for children to explore the forestry area and build on their ideas, helping children foster a positive attitude to learning. For example, because of the recent wet weather, children have shown interest in creating habitats to protect the animals. Children work collaboratively to create dens to shelter the animals, collecting sticks and leaves together. Staff question children well, helping them to make connections, such as what keeps them dry.

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

- Staff provide good opportunities for children to play and learn together. For example, the youngest children happily sit together for a welcome activity. Staff engage well with the children, helping them to learn each other's names as they sing the welcome song. Babies respond well, looking to their familiar adult when they hear their name. Babies show excitement at the choice of songs and sway in time to the music. They observe the expressions on staff's faces and their change in voices, copying their curiosity as they explore the objects in the box.
- Staff work closely with parents to meet children's care needs successfully. Staff are respectful when dealing with care needs. For example, they ask permission before wiping young children's noses and before removing clothing for a nappy change. Staff give children the opportunity to take responsibility for their care needs, such as deciding whether to use the toilet or the potty. Staff give children

plenty of time to finish these tasks and support them well in this transition. There are good systems in place to ensure that staff offer children appropriate alternatives to support their special dietary needs.

- Staff use effective assessment to provide children with a well-planned curriculum which considers their interests and next steps. There are good systems in place to monitor children's progress and to quickly identify any gaps in their learning. Staff work closely with parents and professionals to provide effective support to help children catch up.
- Staff make accurate records of any accidents occurring at the nursery. They review these and adapt risk assessments well to ensure children can play safely. For example, staff have restricted the use of some resources to particular areas of the garden. Staff do not use all opportunities to involve children in this process to help them identify potential hazards so that they can begin to understand what they can do to keep themselves and others safe.
- Staff use stories, songs and rhymes well to develop children's communication and language skills effectively. Staff in the toddler room spontaneously sing familiar songs when children identify a boat in their story. Children confidently participate, singing the repeated phrases. Staff help children learn about the world around them as they explore seasonal changes and praise children for their contributions, such as identifying a 'red leaf' and suggesting an apple is also red.
- Staff provide good opportunities for older children to count and recognise numbers. For example, children identify the number on a card and find the correct amount of pasta to put in their pots. However, staff do not use all opportunities to challenge older and most-able children further to solve simple number problems.

Safeguarding

The arrangements for safeguarding are effective.

Leaders use robust recruitment and induction arrangements to ensure staff are suitable for their roles. They support them in their ongoing professional development. Leaders, managers and staff complete regular safeguarding training to ensure their understanding of their responsibilities to report any concerns about a child's welfare or the actions of adults working with the children. There are good arrangements to ensure the premises are secure and staff release children to a known and authorised adult.

What does the setting need to do to improve?

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

- provide children with opportunities to assess risk for themselves, helping them to identify potential risks to keep themselves and others safe

- review the organisation of some activities to challenge older children further.

Setting details

Unique reference number	EY556388
Local authority	North Somerset
Inspection number	10124868
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	83
Number of children on roll	83
Name of registered person	Downs School Enterprises Limited
Registered person unique reference number	RP556387
Telephone number	01275 852008
Date of previous inspection	Not applicable

Information about this early years setting

Bertie's Nursery registered in 2018. The nursery is located in Wraxall, North Somerset. The nursery operates from 8am to 6pm, Monday to Friday, all year round. The nursery is in receipt of funding for children aged three and four years. The manager/headteacher holds qualified teacher status. She is supported by 17 staff, of whom two hold qualified teacher status, two hold early years qualifications at level 5 and 10 hold early years qualifications at level 3. The nursery also employs two qualified bank staff.

Information about this inspection

Inspector

Rachael Williams

Inspection activities

- The inspector observed staff's interactions, as children played throughout the nursery and outside, and discussed children's learning.
- Two joint observations were completed with the manager and the quality of teaching discussed.
- The written views of parents were considered, alongside the discussions held on the day of inspection.
- The inspector held discussions with leaders, managers, staff and children at convenient times during the inspection.
- A learning walk and tour of the premises were completed with the manager.

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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