

# Inspection of Caerleon Child Care

22 Concorde Road, Patchway, Bristol BS34 5TB

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Inspection date: 23 October 2019

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## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Requires improvement**

Personal development

**Requires improvement**

Leadership and management

**Requires improvement**

Overall effectiveness at previous inspection

Requires improvement

## **What is it like to attend this early years setting?**

### **The provision requires improvement**

Children use the soft-play centre next door every morning and benefit from lots of opportunities to be physically active. Children wear high-visibility jackets to distinguish them from members of the public. Staff take drinks to make sure that children stay well hydrated. Children arrive happy, eager and ready to play with their friends. Good settling-in procedures mean that children settle quickly and easily. Staff take time to get to know children's interests and provide appropriate resources.

Generally, children behave well. Staff are good role models and have a calm and caring approach. They get down to children's levels and explain to them why their actions might upset their friends. The quality of teaching is variable. Staff provide some interesting activities. However, these are not consistently pitched at the right level. As a result, some children lose interest and are not challenged enough to make the best possible progress. Staff do not consistently support children well enough when they transition from one activity to another. This results in some children losing focus and not being engaged in their learning.

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

- The manager has made positive changes since the previous inspection. Concerns have recently been raised about how medication is recorded and administered to children. The manager has procedures and systems in place to make sure that no further mistakes are made. She has an overview of what works well, but has not identified all areas for improvement. Her drive and enthusiasm motivate staff well. Staff report they feel very well supported and valued, which has boosted morale considerably.
- Children get out of breath in the soft-play centre. They enjoy running, climbing, jumping and playing with their friends. They also benefit from a small outside area where they can handle tools and objects with increasing control. This is demonstrated when children use spades and other implements to dig in the mud.
- Staff have a kind and caring approach and babies form strong attachments to their special person. Babies go to them if they need a cuddle. Staff treat all children with respect. For example, staff ask babies if they can change their nappy and talk to them as they do so, which helps babies feel settled. Babies have lots of opportunities to explore their surroundings safely. Staff support them well to cruise and walk. Staff are aware of and sensitive to babies' individual routines, which provides continuity in their care.
- Staff provide activities that spark toddlers' imaginations. They provide resources to help toddlers engage in make-believe play. For example, toddlers maintain focus as they use long cardboard tubes as telescopes and pretend to be pirates.

Children sing songs and play musical instruments. They have tremendous fun with staff when playing hide and seek. However, the organisation of routines when children transition from one activity to another is not managed well enough. Consequently, some children become a little disruptive.

- Staff teach pre-school children to be as independent as possible. For example, they encourage children to put on their coats and shoes and attend to their personal needs. Staff provide praise and encouragement, which boosts children's self-esteem and acknowledges their sense of achievement.
- Children enjoy playing with sensory materials, such as sand and play dough. They use their hands and various tools to manipulate the play dough into different shapes. Although staff join in with children's play, they do not consistently use effective teaching skills to successfully build on what children already know and can do. At times, there is not enough challenge and extension in children's learning to enable them to make the best possible progress.
- Children with special educational needs and/or disabilities are supported appropriately. Staff liaise effectively with outside professionals to get advice, training and equipment to help meet children's individual needs.
- Parents are very complimentary about the care provided. They particularly like the caring and friendly staff. They welcome the information that is shared about their children's care and learning.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff know the action to take if they have a concern about a child's welfare. Staff attend training and keep their knowledge up to date. They know what to do if a non-mobile baby has an injury. The manager works well with external agencies to help keep children safe. The premises are secure and there are good systems to keep children safe when staff escort them to the soft-play centre. This is demonstrated using fob systems to move between buildings. Staff complete regular head counts of children and keep a record of which children are in the centre at any one time.

## What does the setting need to do to improve?

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	Due date
improve the quality of teaching and ensure activities provide enough challenge to help children make the best possible progress	27/11/2019

ensure staff support children effectively during times of transition, to focus and engage them well with their learning.	27/11/2019
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## Setting details

<b>Unique reference number</b>	EY454822
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10099314
<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>	0 to 4
<b>Total number of places</b>	68
<b>Number of children on roll</b>	46
<b>Name of registered person</b>	123 Jump Limited
<b>Registered person unique reference number</b>	RP530562
<b>Telephone number</b>	01179 798980
<b>Date of previous inspection</b>	5 February 2019

## Information about this early years setting

Caerleon Child Care registered in 2012 and is based in Patchway, Bristol. The nursery is open from 7.30am to 6pm, Monday to Friday, all year round. There are 13 staff that work with the children. Of these, one member of staff has a level 6 qualification and six have relevant level 3 qualifications. The nursery receives funding for the provision of free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Vanessa Redmond

## Inspection activities

- The manager and inspector carried out a learning walk. They talked about the organisation of the nursery and the play and learning experiences provided for the children.
- The inspector spoke to staff and children at appropriate times throughout the inspection. The manager and the inspector held regular discussions during the inspection.
- The inspector observed the quality of teaching and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The views of parents were sought.

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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