

Inspection of East Harptree Nursery Pre School and Forest School

The Theatre, Middle Street, East Harptree, Bristol, Avon BS40 6AZ

Inspection date: 13 January 2020

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

Staff create a welcoming and stimulating environment. Children are happy, secure and show eagerness to learn. They confidently make choices in their play and focus well on their chosen activities.

Children enjoy a wide range of opportunities to be active both indoors and outdoors, including weekly forest-school sessions. Staff are passionate about developing children's understanding of the natural world, such as teaching them about the important role of insects as they hunt for bugs. Children take risks and learn how to keep themselves safe. Staff have high expectations for all children and provide effective support to ensure good progress. They know the individual children well and build on their skills and knowledge through sensitive interaction. For instance, staff patiently teach children how to use pipettes and help them to discover what happens when water is squirted onto ice.

Children form good friendships and enjoy one another's company, often creating role-play activities together. For instance, they pretend to cook with play dough and serve one another in a café or offer car-wash services while playing with ride-on toys. Staff set good examples and offer clear explanations to support children's understanding of positive behaviour. Children show kindness and respect to one another as they share and take turns effectively.

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

- The new managers are committed to providing a high-quality provision and have implemented many positive changes. However, they do not ensure that a progress check is completed for children aged between two and three years as required. This oversight has minimal impact on children's progress as the staff monitor children's learning effectively from the start and provide necessary support in a timely manner, working with other professionals where needed.
- The managers are keen to provide a rich curriculum. They plan a wide range of engaging activities each day and arrange additional lessons such as yoga and drama to further enhance children's all-around development. Children are keen to try out new activities and demonstrate a positive attitude to learning. The managers use additional funding effectively to enhance and broaden children's experiences.
- Partnerships with parents are effective and parents are well informed of their children's progress, including information on how to support children's learning at home. This helps to provide consistency of care and learning for the children.
- Staff support children's language skills effectively. They use incidental opportunities to promote interesting conversations and encourage children to share their opinions. For instance, children notice a fan outside and discuss its

purpose and how it works. Staff regularly introduce new words to widen children's vocabulary and ask questions that challenge their thinking skills.

- Staff are skilled at reading stories. They use actions and different voices to engage children and encourage them to join in with familiar phrases. Children demonstrate their love of books as they focus intently during story time and look at books independently. Staff plan a range of opportunities to promote children's mark-making skills. However, on occasion, these do not match the interest of some children and staff miss opportunities to challenge their early writing skills as well as possible.
- Children develop good levels of independence and self-care skills. For instance, they know to tidy their plates and cups after snack time and enjoy getting involved in cleaning and washing up. Children learn to respect and look after their own environment.
- Staff offer strong support for children's emotional well-being. Children have regular opportunities to reflect on their emotions. For instance, each morning they place their name on an emotion that matches how they are feeling. Staff regularly use the language of feelings to support children to express themselves and to empathise with one another.
- Training opportunities are targeted effectively to strengthen staff knowledge and skills. For example, following recent training, staff have introduced small-group sessions that help to support children's social and emotional development even further. Managers supervise staff regularly and offer them guidance to help further develop their quality of practice.

Safeguarding

The arrangements for safeguarding are effective.

The managers ensure staff keep their safeguarding knowledge up to date. Staff have a good knowledge of the signs and symptoms which may indicate that children are at risk of harm. They are confident with the procedures to follow if they have a concern about a child in their care. Staff are well deployed and know how to identify and minimise risks, such as checking to ensure that the outdoor area is safe before children go outside. Appropriate policies and procedures are in place to ensure a strong safeguarding culture, including the use of mobile phones and cameras at the setting.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage, the provider must:

	Due date
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ensure the required progress checks are completed and shared with parents for all children aged between two and three years.	24/02/2020
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To further improve the quality of the early years provision, the provider should:

- maximise opportunities to motivate all children to practise and develop their early writing skills.

Setting details

Unique reference number	133021
Local authority	Bath and North East Somerset Council
Inspection number	10061474
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	2 to 4
Total number of places	40
Number of children on roll	40
Name of registered person	East Harptree Nursery Pre School Committee
Registered person unique reference number	RP522910
Telephone number	07976792966 and 01761220191
Date of previous inspection	18 September 2015

Information about this early years setting

East Harptree Nursery, Pre-School and Forest School registered in 1981. It is situated in the village of East Harptree, near Bath. The pre-school is open from 8am to 6pm on Monday to Thursday and from 8am to 5pm on Friday, during term time only. It receives funding to provide free early education for children aged two, three and four years. There are nine members of staff, including the two managers. Of these, two hold early years qualifications at level 2, four hold qualifications at level 3, one holds a qualification at level 5 and one holds qualified teacher status.

Information about this inspection

Inspector

Hiroka Dathan

Inspection activities

- The inspector observed the activities and the interactions between staff and children.
- The inspector held discussions with the managers and staff, and spoke to the children.
- The inspector spoke to parents and considered their views.
- The inspector carried out a joint observation with one of the managers and discussed the findings with her.
- The inspector sampled a range of documents, including evidence of staff suitability checks.

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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