

# Inspection of Snapdragons Nursery Horfield

The Old Chapel, 635 Gloucester Road, Horfield, Bristol BS7 0BJ

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Inspection date: 9 January 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

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

### **The provision is good**

Children flourish in this highly welcoming and nurturing nursery. They are eager to attend and fully immerse themselves in the innovative learning opportunities available. Staff value all the children as unique individuals. They have very high expectations and their enthusiasm to be there for the children is inspiring and infectious. Babies are cherished and form close bonds with the calm and considerate staff who care for them. They enjoy the frequent cuddles and comfort they receive as and when needed. Children beam with pleasure as they discover different textures and join in a range of activities. For example, older children wear chefs' hats as they explore a range of fruits to make a fruit crumble. All children feel safe and secure as they are able to successfully communicate their needs and wants to highly responsive staff. Children are motivated and stimulated during song time and join in readily. They concentrate intently on a story while staff's very good use of questions helps children to understand the structure of stories and rhyming words. Children eagerly wait for an opportunity to add the next word when staff pause. Children are exceedingly curious and enthusiastic. They enjoy being outside and take part in fantastic outdoor experiences. For example, they experiment with mud and use real saws to cut wood and create shapes.

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

- Partnerships with parents are excellent. Parents are extremely complimentary of staff and comment on their genuine care and professionalism. Staff provide parents with extremely comprehensive and regular progress reports and they work together to strengthen children's learning further at home.
- Managers prioritise communicating with staff and help promote their emotional well-being through regular supervisions. Managers provide staff with very good training and research opportunities that considerably enhance their expertise and knowledge. Senior staff create a culture of continuous improvement which is mutually embraced by all staff. Staff's morale is very high.
- Staff give a very high priority to developing children's language skills. For instance, staff introduce and repeat simple words for younger children, and challenge older children to incorporate words that describe how they feel, using complex sentences.
- Extremely supportive, well-established systems help all children when they are ready to move within the nursery. For example, key persons share detailed information effectively and continue to accompany children until they settle and feel secure.
- Older children have a very in-depth understanding of the environment and recycling. Children show this when they confidently explain the effects of plastic in the ocean, sort recycled materials into boxes and enjoy taking these to a local recycling centre.

- Children are encouraged to be independent in their learning. For example, they are able to play uninterrupted either indoors or outdoors. However, staff do not always organise mealtimes as well as they could and consider the staff available to support children. For instance, at lunchtime older children become disengaged and restless as they wait for long periods.
- Staff have close links with outside agencies and provide children with the support they need to make very meaningful progress. They take each individual child's needs into account and nothing is too much trouble. For instance, staff have undertaken additional training to support children's emotional well-being. They have introduced opportunities for children to participate in regular sessions that help them identify their feelings and develop an awareness of how to regulate their breathing.
- All children show an excellent attitude towards learning and their behaviour is exemplary. They understand the nursery rules and are very confident to share these with each other and visitors. Staff provide warm praise. This further boosts children's already considerable confidence and sense of worth.
- Staff are highly skilled at promoting and supporting children's self-chosen learning. Their strong focus on valuing the individual interests and needs of children is at the very forefront of everything they do. Staff have a very good knowledge of the curriculum and make regular assessments of what children know and can do. They use what they find to plan precisely for children's individual needs and interests. All children make very good progress in their development and are exceptionally well prepared for school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Managers follow effective safer recruitment procedures to ensure all staff working with children are suitable and check staff remain suitable in their roles. Staff have a strong understanding of their roles and responsibilities in keeping children safe from harm. Managers ensure staff attend regular and relevant training to keep their knowledge up to date. They have robust policies and procedures in place to help staff know when and how to report concerns to the relevant external services. Staff are fully aware of the whistle-blowing policy and what to do in the event of allegations.

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

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

- review the organisation and availability of staff to help older children remain engaged and focused at mealtimes and reduce unnecessary waiting and disruption.

## Setting details

<b>Unique reference number</b>	EY477317
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10061857
<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>	1 to 4
<b>Total number of places</b>	124
<b>Number of children on roll</b>	205
<b>Name of registered person</b>	Snapdragons Nurseries Ltd
<b>Registered person unique reference number</b>	RP904902
<b>Telephone number</b>	0117 9513298
<b>Date of previous inspection</b>	25 April 2016

## Information about this early years setting

Snapdragons Nursery Horfield registered in 2014. It is located in Horfield, Bristol. The nursery is open Monday to Friday from 7.30am and 6.30pm, throughout the year, with the exception of public holidays. It employs 42 members of staff. Of these, 25 hold appropriate early years qualifications. One member of staff is qualified to degree level. Internal advisory teachers, who hold qualified teacher status, also support the nursery. The provider receives funding to provide free early years education for children age two, three and four years.

## Information about this inspection

### Inspector

Lin Harvey

## Inspection activities

- The inspector and the manager completed a learning walk across all areas of the nursery to understand how the early years provision and the curriculum are organised.
- The inspector looked at a sample of the nursery documents. This included evidence of staff's suitability and training.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- Meetings were held between the inspector and the nursery manager, owner and other members of Snapdragons management team.
- One joint observation was carried out by the inspector and 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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