

# Inspection of Raised In Easton

EASTON COMMUNITY CENTRE, Kilburn Street, Bristol BS5 6AW

---

Inspection date: 13 January 2020

---

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is good**

Children arrive excited, happy and eager to play with their friends. Highly skilled staff provide a warm welcome and children settle quickly. Babies part easily from their parents and form trusting relationships with their familiar key person.

Nurturing staff are responsive to babies' smiles and babbles. They cuddle babies on the sofa, talk to them and sing songs. Staff are kind and calm in their approach to children. They are good role models and teach children by example to share and be kind to each other. As a result, children's behaviour is exemplary. There is a strong focus on children making decisions about what they do and where they play. Staff try not to interrupt children when they are engrossed in their learning. This is demonstrated when children can choose when they have their morning snack.

Staff gather useful information about children's interests and stage of development effectively. They provide exciting and interesting activities. Younger children thoroughly enjoy exploring shaving foam. Older children negotiate with each other as they construct a crane. Children choose to be inside or outside and have lots of opportunities to be physically active. Staff promote children's independence. Children hang up their coats, pour their drinks and serve themselves at lunchtime. The community centre next door provides healthy and nutritious food. Children's dietary needs are met very well. The nursery implements a nut-free policy to help keep children safe.

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

- Parents are extremely complimentary about the 'welcoming, supportive and caring staff'. They report that their children love going to the nursery and do not want to go home. They value the useful feedback provided about their children's learning and development. Parents state that their children have come on 'in leaps and bounds', and they say how lucky they are to have found the 'wonderful, unique and inspirational nursery'.
- Staff meet the individual needs of babies very well. They provide a bright, safe and clean environment for babies to explore. Babies enjoy looking through the well-placed window to see the older children downstairs. Staff ensure that babies' home routines are followed exceptionally well. For example, staff play familiar sounds, such as white noise in the background, which helps babies settle in cots or coracles. Staff are intuitive to babies' needs and make sure they are well cared for and happy. Mealtimes are social occasions where babies sit on low chairs at the table with staff.
- Children with special educational needs and/or disabilities are supported well by staff to make good progress in their learning and development. Staff liaise appropriately with other professionals to ensure the right support is in place to meet children's individual needs.

- The committed, dedicated and enthusiastic staff feel valued and work exceptionally well as a team. The manager has a good overview of what works well and areas for development. For example, she recognised that boys were not accessing books, so she moved some from the book corner to other areas of the nursery. As a result, boys' attainment in literacy has improved.
- Overall, the quality of teaching is good. Staff take a genuine interest in what children do and say. They speak to children in full sentences, and children love to listen to stories and sing songs. This helps increase children's vocabulary as they learn new words. Although staff provide interesting and exciting activities, they do not consistently seize on teachable moments to extend children's learning even further.
- Although children are allocated a named member of staff to teach and care for them, the system to ensure a buddy person is available is not consistently effective. As a result, staff do not always know what interests children or what they are capable of achieving. This results in some children not being fully engaged in their learning.
- Children are well prepared for the next stage in their learning and their move to school. Staff accompany children to the local school, and teachers visit the nursery. Children are confident to ask for help. They concentrate, listen and take turns. They have a can-do attitude and persevere with tasks. For example, children work out how to remove a dinosaur from a net. Staff provide lots of praise and encouragement to help children solve problems for themselves.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know the action to take if they have a concern about a child's welfare. They have also completed training on wider safeguarding issues. The premises are secure and only known adults can collect their children. Staff teach children to be safe. Children use and carry scissors safely so they do not hurt others. Children are reminded to walk when inside the building. Spills are quickly cleaned up so they do not present a hazard.

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

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

- make sure staff consistently seize teaching opportunities to provide the best possible learning experiences for children
- improve the key-person system further to ensure all children's individual needs are consistently met.

## Setting details

<b>Unique reference number</b>	EY554169
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10134077
<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>	52
<b>Number of children on roll</b>	74
<b>Name of registered person</b>	Raised In Bristol Community Interest Company
<b>Registered person unique reference number</b>	RP554168
<b>Telephone number</b>	07736549791
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Raised In Easton registered in 2018. It is a social enterprise and operates from the annex in Easton Community Centre, Bristol. The nursery operates Monday to Friday, 8am to 6pm, all year round. There are 17 staff who work with the children. Of these, six hold a relevant qualification at level 6 and above, and seven hold a qualification at level 3. The nursery is in receipt of funding for free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Vanessa Redmond

## Inspection activities

- The inspector met with the manager and one of the directors and discussed how the nursery is led and managed.
- The inspector observed interactions between staff and children.
- Documentation was sampled. The inspector looked at evidence of staff suitability, visit notes from the local authority and evidence of joint working with other professionals.
- The manager and the inspector completed a learning walk of the nursery and discussed how the curriculum is delivered.
- The inspector spoke to staff and children at appropriate times throughout the inspection.
- The views of parents were sought.
- The inspector and the manager completed a joint observation.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk)

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2020