

Inspection of Silverhill Day Nursery

Silverhill School, Swan Lane, Winterbourne, Bristol, Avon BS36 1RL

Inspection date:

4 February 2020

Overall effectiveness

Inadequate

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in fire safety procedures put children's safety at risk. The management team has not ensured all requirements relating to fire legislation are adhered to. Nevertheless, babies and toddlers settle extremely well. They are very content and happy because staff create a warm, comfortable and inviting environment for them. Children's uniqueness is clearly recognised and supported exceptionally well. Staff are highly skilled at supporting children's individual care routines. Babies enjoy being cuddled as they drink from their bottles and settle to sleep easily. Toddlers wake happily and confidently go to staff for a hug. Babies and toddlers make exceptionally good progress and show high levels of curiosity and investigation in their play. They greatly benefit from a very broad range of experiences that significantly enhance their early learning. For example, children develop their growing interest in books when visiting the local library with staff to join in with story time there. They also have great fun going to the nearby wooded area with staff, who skilfully adapt activities so that the babies and toddlers explore and learn about nature safely. While there, they develop their social skills as they enjoy their favourite foods with their friends and have an outdoor snack time. Parents speak very highly of staff, saying they keep them very well informed of their children's day and activities. Parent comment that they feel totally involved in their children's learning and are able, therefore, to support this at home.

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

- The areas used for the care of babies and toddlers are well maintained and secure. Staff practise emergency evacuation and security procedures. They ensure additional staff are on hand to help should it be necessary to evacuate the premises. However, the management team has not ensured that fire exits in other areas of the building are accessible and easily opened. This impedes the ability of staff and children to quickly exit all parts of the building in the case of a fire.
- Staff provide a very inclusive setting. They work exceptionally well together to help all babies and toddlers feel valued and welcome. All babies and toddlers join in with a hello song and staff greet each child by name. Young babies sit supported securely by staff, and toddlers smile with clear delight as they recognise the familiar song and hear staff say their names. They confidently select and place their photographs on the welcome board. Children learn from a young age how to take turns and they develop an excellent sense of belonging.
- Staff are extremely knowledgeable about the ability of all children. They skilfully support children's learning through providing exciting, purposeful play activities. Babies and toddlers develop their understanding of colour and texture very well through sensory play. Babies explore the touch and taste of different-flavoured yoghurt. Toddlers make marks in the yoghurt and begin to blend colours. They

develop their imaginations and pretend to make staff a cup of tea. Toddlers show an increasing ability to concentrate as they listen intently to a familiar story about three little pigs. They show great delight as staff help them attempt to 'huff and puff', blowing straw across the floor.

- Children enjoy exploring the outdoor environment. They benefit from stimulating, meaningful opportunities to be out in the fresh air, which promotes their physical health and well-being. Toddlers become fully absorbed collecting items such as leaves, pine cones or twigs to put in their colourful, child-sized bags. Babies are fascinated by the noise and sensation when crunching leaves in their hands.
- The management team is extremely proactive in supporting staff's continual professional development. Staff have an excellent understanding of how to support early language development. They clearly recognise the individual ways that babies and toddlers communicate, and respond sensitively at their level. Staff skilfully make eye contact with babies and talk reassuringly with them. Babies babble happily and move their arms and legs excitedly in response. Toddlers eagerly repeat familiar words and start to put two -and three-word sentences together. All children thoroughly enjoy listening to and joining in with nursery rhymes and songs. Babies anticipate the actions and clap their hands with great excitement. Toddlers listen carefully as they start to recognise key words from the songs and learn new vocabulary.
- The management team and staff work closely together to monitor the progress of the babies and toddlers and to evaluate the impact of activities and practice. They form a very strong team with a clear focus on making continual improvements. For example, reorganisation of the book corner has successfully encouraged children's interest and enjoyment of stories. In addition, the redecoration of the playrooms provides a very calm, relaxed environment where children have increased opportunities to explore natural resources.
- Staff encourage children's independence and mobility very well. Babies develop their core strength and enjoy lying on their tummies or sitting supported by cushions. They reach out for colourful toys and gain good balance and stability. Toddlers learn how to go up and down stairs safely with staff supervising them closely. They enthusiastically join in with familiar, exciting action songs and make excellent attempts to move in different ways, such as galloping or skipping.

Safeguarding

The arrangements for safeguarding are not effective.

The management team has not recognised all risks to children's safety. Risk assessments for the whole premises do not identify or sufficiently address all aspects of safety. For example, some fire exits are not maintained appropriately or kept clear of obstruction. Nevertheless, staff have a clear understanding of their responsibilities regarding child protection. They complete ongoing safeguarding training to update their awareness and to ensure they know the most up-to-date procedures to follow should they have a concern about a child.

What does the setting need to do to improve?

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

	Due date
ensure all areas of the premises are fit for purpose and comply with all fire safety requirements so that children are safe	25/02/2020
ensure all hazards on the premises are identified and implement effective systems to remove or minimise all risks to children's safety.	25/02/2020

Setting details

Unique reference number	EY297881
Local authority	South Gloucestershire
Inspection number	10133311
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children	0 to 1
Total number of places	15
Number of children on roll	21
Name of registered person	Careernature Ltd
Registered person unique reference number	RP902127
Telephone number	01454 772 156
Date of previous inspection	25 February 2019

Information about this early years setting

Silverhill Day Nursery registered in 2004 and is situated within the grounds of Silverhill School in Winterbourne, Gloucestershire. The nursery provides care for babies and toddlers aged under two years. It is open Monday to Friday from 8am until 6pm all year round, with the exception of public holidays and one week at Christmas. There are eight staff employed. Of these, one holds a degree in early years and six hold childcare qualifications at level 3.

Information about this inspection

Inspector

Mary Daniel

Inspection activities

- The inspector observed children's interactions in play indoors and outdoors, and discussed the learning and development requirements.
- A joint observation of an activity was undertaken by the inspector and the early years manager.
- The inspector took into account the spoken views of parents.
- A sample of the setting's documents was viewed by the inspector, including those evidencing staff qualifications and first-aid certificates.
- The inspector had discussions with the provider and management team, including about safeguarding and self-evaluation.

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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