

Inspection of Caerleon Child Care

22 Concorde Road, Patchway, Bristol BS34 5TB

Inspection date: 29 June 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children arrive happily at the setting and receive a warm and friendly welcome. They settle quickly into their rooms and immediately engage in activities that have been set up with their interests and abilities in mind. The manager and staff have focused on children's emotional well-being and social skills since the COVID-19 (coronavirus) pandemic began. Staff work hard on children's sharing skills and children learn to take turns. Children make good use of the large outdoor area available to them, where they play excitedly and cooperatively with other children. Pre-school children seek out their friends and take part in role play such as having a sleepover using the pillows and blankets available outside. The staff team engage children in conversations during their play to promote critical thinking and problem-solving. For example, children make obstacle courses for toy cars using natural resources. When a car does not fit through, a member of staff asks children what they can do to make it fit. Children find different ways to alter the course. The daily routine is organised well. Staff sound a bell to inform children that they will be moving on to the next part of their day, for example lunchtime. This helps prepare children for what happens next.

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

- The manager has carefully considered what she intends for children to learn at each stage of their development. For example, younger children are given opportunities to develop their large-muscle skills through mark making on a large scale. Pre-school children take part in activities to develop their small-muscle skills and make more meaningful marks. This also helps prepare them for school.
- Children make exceptional progress in communication and language. Staff support children by using opportunities during play to introduce new language and extend children's vocabulary.
- Young children enjoy exploring and confidently make choices in their play. They choose to climb up and come down the slide, and take part in role play where they pour drinks and have a tea party. Occasionally, it goes unnoticed when some children become quiet and do not engage in activity.
- Staff are good role models and manage behaviour well. They deal with challenging behaviour in a soft manner which has a comforting effect on children. Children who display consistently challenging behaviour have individual strategies in place to calm them, which staff understand and follow well.
- The setting has good systems in place to manage the spread of infection. Hotspots such as door handles are regularly cleaned throughout the day and toys are rotated and quarantined on a daily basis. However, children's good health is not always promoted as, on occasions, they are not reminded to wash their hands before handling food.

- Children show good levels of independence throughout the setting. Babies use a spoon to feed themselves, toddlers wash their hands independently, and pre-school children take responsibility for their self-care.
- Parents are very complimentary about the setting. They comment positively on their children's development and how excited their children are to attend. They feel confident to approach the manager if they have any concerns and feel their views will be listened to.
- Children with special educational needs and/or disabilities (SEND) are supported well and make good progress in their learning and development. The manager and staff work closely with other professionals and parents to understand and meet the needs of children with SEND. Children who require additional support are swiftly identified. Staff work closely with parents and direct them to early help such as self-referral to speech and language specialists.
- The manager provides staff with opportunities for professional development. Recently, some staff attended Makaton training. Staff implement the training effectively by sharing the signs for key words with colleagues, to use throughout the setting.
- Disadvantaged children are supported well. The manager obtains a wealth of information about children's experiences, including speaking to parents about what they do in their home life. She uses this information to utilise funding and progress children's learning effectively.

Safeguarding

The arrangements for safeguarding are effective.

The manager has an exceptionally good understanding of her responsibilities to safeguard children. She displays important information about child protection procedures in prominent areas of the setting. This means that staff have quick and easy access to the required information. She regularly checks staff understanding to ensure their knowledge remains up to date. Staff recognise the signs and symptoms of abuse. They know the action to take if they have concerns about a child in their care. Recruitment procedures are rigorous and ensure staff working with children are suitable.

What does the setting need to do to improve?

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

- consistently promote the good health of children, including teaching them about the importance of handwashing before snack and mealtimes
- improve the learning opportunities during activities by identifying whether all children are fully participating.

Setting details

Unique reference number	EY454822
Local authority	South Gloucestershire
Inspection number	10130139
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	1 to 4
Total number of places	68
Number of children on roll	53
Name of registered person	123 Jump Limited
Registered person unique reference number	RP530562
Telephone number	01179 798980
Date of previous inspection	23 October 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 5.30pm, Monday to Friday, all year round. There are 10 staff that work with the children. Of these, one member of staff has a level 5 qualification and seven staff members 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

Champa Miah

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the setting and has taken that into account in their evaluation of the setting.
- The inspector conducted a learning walk with the manager and discussed how the environment is used.
- The inspector held a leadership meeting with the manager. She reviewed a variety of documents, including first-aid certificates and evidence of the suitability of staff working in the nursery.
- The inspector completed a joint observation of an activity with the manager.
- Parents' views were taken into consideration on the inspection day.
- The inspector spoke with staff and children at appropriate times during the inspection.

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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