

Inspection of Baker Street Nursery and Pre school

128-130 High Street, Hanham, Bristol BS15 3EJ

Inspection date: 25 June 2021

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Not applicable |

What is it like to attend this early years setting?

The provision is good

Children are happy and arrive at the nursery eager to learn. Staff's interaction with children is warm, caring and nurturing. They are enthusiastic and praise children for their efforts, achievements and positive behaviour. This has a positive impact on children's confidence and self-esteem, and their readiness for learning. Staff recognise the uniqueness of each child. The highly effective key-person system helps to ensure that children's emotional well-being is supported effectively. Children with special educational needs and/or disabilities quickly develop a strong sense of security and build close attachments to staff.

Staff have a good understanding of each child's learning needs and tailor activities to help them make good progress. Staff are focused on closing any gaps in children's learning and make good use of additional funding to help prevent children from falling behind. They behave well. Staff encourage children to take appropriate risks and challenges, for example by supporting children to safely use scissors.

Children unable to attend the nursery during the COVID-19 (coronavirus) pandemic had support to continue their learning at home. For instance, parents were sent story videos and ideas by staff to help children meet their individual targets. Parents comment that they felt well supported through the regular information provided on the online system during the pandemic.

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

- Staff effectively support children with special educational needs and/or disabilities. They work closely with the child's family and other professionals. Achievable targets are set to promote the children's ongoing care and progression in their development.
- The manager and the staff team provide good-quality care and learning experiences. They structure the curriculum to support and build on what the children know and can already do. The manager values everyone's contribution to the nursery and places a strong emphasis on the staff's well-being. There is a strong team spirit. Staff regularly attend training to enhance their knowledge and are continually looking at ways to improve the nursery.
- Staff do not consistently support children's literacy skills as effectively as possible.
- The learning environment is inviting and there are lots of exciting resources that are easily accessible to children. Staff plan enjoyable activities that children are keen to take part in. However, at times, group activities are not organised well and children lose interest and do not stay engaged in their learning.
- The staff team has developed close relationships with parents and put in place

support for children and their families. Parents speak highly of the nursery. They say that staff are supportive and help them to understand how they can extend their children's learning at home.

- The nursery uses signs and symbols highly effectively to help young children, and children who do not have speech, to communicate.
- Children have good opportunities to learn about the wider world. For example, they learn how to grow vegetables and celebrate different cultures and countries.
- Children demonstrate that they are ready for the next stage of their education. Every opportunity is provided to support children's developing independence and their understanding of the importance of good behaviour. Children confidently access activities. They talk to adults and learn to listen. The manager makes links with local schools to ensure continuity in the children's care and learning when the time comes to move on.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff complete regular safeguarding training. This helps them to understand their responsibilities. Staff know how to report concerns about a child's welfare or any inappropriate actions of adults working with children. They are aware of wider safeguarding concerns, such as the risk of extremist views. The manager and staff put in place effective procedures to make sure that children are cared for in a safe and secure environment. This includes robust recruitment, selection, and induction procedures for new staff. The manager and staff are all qualified in first aid.

What does the setting need to do to improve?

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

- help all staff gain a better understanding of how to fully support children's literacy skills
- review how group activities are planned and organised to ensure all children are fully engaged, to extend learning opportunities further.

Setting details

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| Unique reference number | EY551871 |
| Local authority | South Gloucestershire |
| Inspection number | 10174726 |
| 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 | 69 |
| Number of children on roll | 122 |
| Name of registered person | Roche Baker Limited |
| Registered person unique reference number | RP551870 |
| Telephone number | 01173259709 |
| Date of previous inspection | Not applicable |

Information about this early years setting

Baker Street Nursery and Pre school registered in January 2018. It is situated in Hanham, Bristol. The nursery offers care from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and one week at Christmas. The setting employs 17 staff. Two members of staff hold early years professional status and one holds qualified teacher status. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 (coronavirus) pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector observed the staff's interactions with the children in all rooms, both indoors and outdoors, to assess the impact this has on children's learning.
- The inspector carried out a joint observation with the manager and discussed the children's progress and achievements.
- The inspector held discussions with the manager, deputy, staff, and children at appropriate times during the inspection.
- The inspector looked at a sample of the nursery documents. This included evidence of staff suitability and training.
- The inspector took account of the views of parents spoken to on the day.
- 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 is organised.

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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