

Inspection of King St Day Nursery and Pre-School

7-8 King Street, BRISTOL BS1 4EQ

Inspection date:

27 July 2021

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is inadequate

Children are not sufficiently protected from risks in the nursery. Staff do not understand how to identify risks that could cause children harm. They do not support children to learn how to keep themselves safe. For instance, staff strap children into highchairs to prevent them from climbing, instead of teaching them about the dangers. Children are not making sufficient progress because staff fail to offer children challenging activities that support them to make good progress in their learning. Children are excited when activities are set out. However, staff do not consider how to engage children and because of this, along with the poor organisation of activities and limited resources, children lose interest quickly and wander off. Children who need additional support and those with special educational needs and/or disabilities (SEND) do not receive the help that they need to take part in activities and build relationships with their peers. The key-person system does not work effectively. The staff working with the children are not consistent enough so they are not familiar to the children. They do not always know the children well enough to help them to feel secure and settled. Overall, children behave well. Children are kind to their peers and share the toys. Parents are not currently able to go into the nursery due to the COVID-19 (coronavirus) pandemic. Staff share some information with parents as they collect their children at the door. However, this information is mainly about routines, such as what children have eaten. Parents are not given enough information about their child's progress.

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

- Staff do not provide a curriculum which supports and helps children to learn. They do not use the information that parents share when children first start at the nursery. The information that is gathered from assessments is not used to plan activities and experiences that give children the support and challenge that they need to learn. Resources are not used well to motivate children to learn. For example, pre-school children were given a tray of buttons to play with. The children quickly became bored with them and because staff did not give them other resources or any direction, the children threw them on the floor.
- Staff do not encourage older children to be independent in managing their own needs. Children rely heavily on staff to do things for them. As a result, children are not prepared well for the next stage in their learning.
- Staff do not act on information they receive or liaise with other known agencies. Therefore, they do not put measures in place to ensure that all children are included and have access to learning. Staff ignore children who have difficulties understanding and following instructions. They leave them wandering around the room and do not help them to settle.
- Leaders do not ensure that staff are made aware of the specific targets in place

for children with SEND. Funding for these children is not used appropriately to ensure that they have the support that they need to help them to progress.

- Despite all staff receiving training on risk assessment, they are still not able to identify risks as children play. For example, staff do not notice or take swift action when children put small objects in their mouths. They do not help children to identify risks or to learn how to keep themselves safe. Staff take things away, say 'No', or pull children off if they are climbing. This prevents children from learning how to identify and manage risks for themselves.
- Leaders do not offer staff the support, training and guidance they need to ensure that they are suitable for their roles and are capable of meeting the responsibilities of their position. The manager and the special educational needs coordinator for the nursery do not have time to fulfil their roles as they are frequently needed in rooms to maintain ratios. Therefore, they are unable to check that staff are meeting children's needs appropriately.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not identify and minimise risks to children. The management team do not monitor staff's knowledge and understanding of risk assessment. As a result, the risk assessments in place are not effective and staff do not recognise risks to children. For instance, they ignore children when they drop toys all over the floors causing trip hazards. Staff sit by and watch as children walk around with large pieces of food in their mouths without intervention. Staff understand the child protection procedures. They are able to identify the indicators that a child may be at risk of harm and are aware of the procedures to follow to report concerns.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that information gathered from assessment is used effectively to promote children's learning and development	10/08/2021
ensure that parents are kept up to date with their children's progress	10/08/2021
ensure leaders provide effective support, guidance and training for all staff, to ensure that children have their needs met	10/08/2021

ensure that the key-person system is implemented effectively to provide children with support and stability	10/08/2021
ensure staff understand how to identify hazards and unacceptable risks and take swift action to keep children safe	10/08/2021
ensure that staff support children to learn how to keep themselves safe	10/08/2021
ensure there are effective arrangements in place to support children with SEND and that all staff act on and implement measures to promote children's development.	10/08/2021

Setting details

Unique reference number	EY498557
Local authority	Bristol City of
Inspection number	10201797
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	108
Number of children on roll	120
Name of registered person	Abbeywood Tots Day Nursery Ltd
Registered person unique reference number	RP901017
Telephone number	01179252752
Date of previous inspection	29 June 2018

Information about this early years setting

Kings St Day Nursery and Pre-School registered in 2016. It is situated in central Bristol. The provision is open all year round between 7am and 6pm. There are 21 members of staff who work with the children, of these there are three members of staff with level six qualifications, one with a level four, 10 with level three and two with level two. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspectors

Victoria Nicolson
Rachael Williams

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the setting.
- The manager took one inspector on a learning walk and discussed how she and her staff deliver their curriculum.
- A meeting was held with the management team, and the inspectors sampled documentation.
- The inspectors spoke to parents and took their views into consideration.
- The inspectors spoke to staff and children at appropriate times throughout the inspection.
- The manager and one inspector carried out a joint observation in the two year old room.

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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