

Inspection of Flying Start Day Nursery and Pre-School

College Way, Filton, BRISTOL BS34 7BH

Inspection date: 15 September 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision requires improvement

Some children in the pre-school room do not benefit from the high-quality teaching and interactions enjoyed by younger children in the nursery. Pre-school children, including those children with special educational needs and/or disabilities (SEND), are not consistently engaged or challenged in their learning. For example, staff do not encourage children to sit for a story or, alternatively, engage them in meaningful activities during transition periods.

Younger children thrive in the care of familiar adults who know them well. Children and their families are shown respect in a fully inclusive environment, which celebrates families' differences. Staff use the family photograph board effectively to help children develop a sense of self and to help them settle so they are ready to learn. Young children with SEND form exceptionally warm bonds with staff, reaching out to them for hugs and reassurance.

Children behave well and respect each other's choices. They are beginning to understand their emotions and feelings, using the pebbles to identify whether they feel happy or sad. They are able to express their moods freely in the art room, for example using paint and music.

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

- Staff receive regular training and support to further develop their skills. They have recently explored different approaches to how children learn and the recent changes to the early years foundation stage framework. However, pre-school staff do not use their knowledge of how children learn and the advice given by the nursery's special educational needs coordinator successfully. For example, they do not use the agreed strategies in place for children with SEND, such as now and next boards and visual cues, consistently to support children's understanding of expectations.
- Although the manager has good knowledge of curriculum intentions, she has not ensured these have been successfully implemented throughout the nursery. This has led to some weaker teaching in the pre-school room. For example, when children are collecting herbs to add to their dough mixture, staff do not provide children with wider vocabulary, support children to use scissors safely or expand on children's curiosity about the insects crawling on the herbs.
- The passionate manager motivates the staff team and provides emotional welfare. For example, during the recent pandemic when there were fewer children attending, the manager set up 'Learn and Lunch' to inspire staff discussions about how children learn and how to plan experiences. This has led to thoroughly inviting learning environments, which encourage children's creativity and imagination. Children in receipt of additional funding have been

supported appropriately. For example, careful consideration has been given to providing a multipurpose play hut to provide a range of experiences for those that learn better outside.

- There is good emotional support for parents and children as children start at the setting and transfer between rooms. The manager and staff have reflected on parental hand overs and made improvements, including inviting parents back into the nursery following the restrictions during the COVID-19 (coronavirus) pandemic. During the pandemic and beyond, staff have provided parents with information about the 'curiosity approach' and shared the 'curiosity approach basket' to support learning at home. They have provided an outdoor library, where children can sit and share books with their parents and storytelling videos to enhance interactions.
- Staff do not always ensure that group activities for older children, such as making dough, engage children at their level of understanding and challenge their thinking. For example, staff are quick to offer solutions and do not encourage children to think, predict and test their ideas to solve the problem. Nonetheless, children are keen to participate in the activities and show pride in their achievements.
- Young children and babies enjoy a rich language environment that supports their communication skills. For example, young children listen to stories as staff model the rhythm of words and introduce new vocabulary. Staff respond well to babies' babble and provide clear commentary as they explore resources. However, staff in the pre-school room do not read stories in a way that engages children and introduces new ideas and vocabulary. The story is rushed, and children are not given time to learn the new vocabulary, explore rhyme or to understand number sequences.
- Children gain good independence and develop their physical strength well. Toddlers help themselves to water from the dispenser. Staff support them well to handle glasses carefully, to stack them and dispose of their unwanted snack in the bin. Older children pour drinks and serve themselves at lunchtimes.
- Younger children benefit greatly from nurturing care practices. Staff are very knowledgeable about the children in their care and meet their needs effectively. They constantly gain information from parents and review these regularly, such as progressing children's feeding. There are good hygiene practices throughout the nursery.

Safeguarding

The arrangements for safeguarding are effective.

Children benefit from a safe and secure nursery. Staff use risk assessments well to ensure play spaces and equipment are safe and have improved their supervision of children's play to ensure children remain safe. There are effective collection procedures to ensure children are collected by known and authorised adults. There are highly effective procedures to ensure that any children's absences are followed up promptly to safeguard children. Staff have excellent understanding of recognising the signs and symptoms of abuse. They have very secure knowledge of

who to share concerns with and what to do if their concerns are not taken seriously. The manager works cohesively with other agencies and keeps them well informed of any changes. There are effective recruitment and induction arrangements to ensure staff are suitable for their role.

What does the setting need to do to improve?

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

	Due date
improve the quality of teaching so that it is consistent throughout the nursery to ensure children, including those with SEND, are engaged and supported to make the best progress in their learning.	08/10/2021

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

- develop further pre-school group activities to ensure all children are engaged at their level of understanding and challenged accordingly
- make better use of story time in the pre-school room to explore rhyme, extend vocabulary and develop numerical skills.

Setting details

Unique reference number	EY290271
Local authority	South Gloucestershire
Inspection number	10206644
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	85
Name of registered person	Abbeywood Tots Day Nursery Ltd
Registered person unique reference number	RP901017
Telephone number	01179 470 881
Date of previous inspection	17 February 2020

Information about this early years setting

Flying Start Day Nursery and Pre-School registered in 2004 and is located in Filton, Bristol. It is open Monday to Friday from 7am to 6pm, all year round. The nursery employs 14 members of staff to work directly with the children. Of these, two hold early years qualifications at level 6, seven hold early years qualifications at level 3 and one holds an early years qualification at level 2. The nursery receives funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector

Rachael Williams

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 manager took the inspector on a learning walk to discuss curriculum intentions.
- The inspector completed a joint observation with the manager.
- Staff, parents and children were spoken to by the inspector at convenient times during the inspection.
- A leadership meeting was held with the three managers.

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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