

Inspection of Flower Pots Day Nursery

227 Kingsway, St George, Bristol BS5 8NT

Inspection date: 15 September 2021

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| Overall effectiveness | Good |
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| The quality of education | Good |
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| Behaviour and attitudes | Good |
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| Personal development | Good |
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| Leadership and management | Good |
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| Overall effectiveness at previous inspection | Good |
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What is it like to attend this early years setting?

The provision is good

Children benefit from a well-resourced environment with a range of exciting play opportunities and resources which encourage them to explore and motivate them to learn. They arrive happy and settle quickly into nursery. Children have a positive attitude towards learning and are eager to be involved in the activities provided. They join in with telling stories and excitedly dig in the mud as they pretend to make cocoons for the caterpillars from their favourite story. Children behave well. They listen to the staff and are able to take turns with the resources independently. Children are kind and they include other children in their play. For example, they giggle together as they take turns to try and knock the wooden blocks over. The nursery remained open throughout the COVID-19 (coronavirus) pandemic. During this time, parents did not go into the nursery. They were greeted by staff at the door where they handed children over. Since then, staff have started to welcome parents back in so that they can see their children play and engage with their friends.

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

- The new manager and staffing team work very well together. They reflect on the environment and their practice to make changes that benefit the children and their families. Procedures for monitoring children's progress are in the early stages, and staff are taking time to get to know children's needs to help them to target their teaching more effectively. During this time, staff ensure that children have opportunities to take part in activities and make good progress in their learning.
- Children with special educational needs and/or disabilities (SEND) receive good support from the staff. Staff work closely with other professionals and children's parents to ensure that children with SEND have appropriate support for their specific needs.
- The manager and staff work closely with parents to ensure that children are emotionally secure and settled. In some instances, staff visit children in their homes to help them with the transition back into the nursery after they have been off over the holidays. Parents report that staff are kind and caring. They feel that their children are looked after well. However, staff do not ensure that all parents are informed about their children's progress or involved in supporting their children's learning at home.
- Children enjoy being creative and staff support this well. Children confidently choose from the paints and craft materials independently. They enjoy mixing the colours to see what happens. Staff encourage children as they excitedly paint their hands and explore what marks they can make on paper.
- Staff support older children's mathematical development well. They provide children with opportunities to explore numbers and quantities. Children excitedly

count and compare their plates of snack. They confidently talk about segments, using language such as 'half' and 'quarter' when they cut their fruit.

- The manager and staff plan their curriculum around the children's interests, and plan activities that they feel will benefit all of the children. Children throughout the nursery learn techniques to regulate their feelings through age-appropriate stories and activities to help them develop an understanding of their emotions. Children are encouraged to take time to feel calm and to manage their emotions in an appropriate way.
- Staff working with the older children support their language development well. Children are confident at communicating their ideas and sharing their views. For example, they confidently talk about what happens to a caterpillar when it builds a cocoon and then becomes a butterfly. However, staff working with the younger children do not consistently allow them time to think and speak, to support their language development further.
- Children benefit from plenty of fresh air and exercise. They enjoy using the different areas of the garden throughout the day to be physical and to learn in a different environment.

Safeguarding

The arrangements for safeguarding are effective.

The manager and staff have a good understanding of their responsibilities to keep children safe. They are able to recognise the indicators that may suggest a child is at risk of harm, and they know what to do if they have any concerns about children's welfare. Staff risk assess and supervise children well throughout their time at nursery. They speak to children about how to keep themselves safe when they are playing in the garden, so that children learn about risks and how to manage them. Staff remind children to have regular drinks of water when it is warm so that they keep hydrated and well.

What does the setting need to do to improve?

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

- continue to develop and implement the procedures to plan for children's individual next steps in learning
- strengthen procedures so that all parents are informed about their children's progress and they are able to contribute and be involved in supporting learning at home
- ensure that staff working with the younger children offer them more time to think and respond, to support their developing language skills.

Setting details

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| Unique reference number | EY543310 |
| Local authority | Bristol City of |
| Inspection number | 10207047 |
| 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 | 60 |
| Number of children on roll | 75 |
| Name of registered person | Little Acorns (South West) Limited |
| Registered person unique reference number | RP904196 |
| Telephone number | 0117 9612615 |
| Date of previous inspection | 11 August 2017 |

Information about this early years setting

Flower Pots Day Nursery registered in 2017 and is based in St George, Bristol. The nursery opens from 7.30am until 6pm each weekday throughout the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 17 members of staff employed to work at the nursery. Of these, seven hold qualifications at level 3 and one holds level 2.

Information about this inspection

Inspector

Victoria Nicolson

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 provider and has taken that into account in their evaluation of the setting.
- The inspector spoke to staff and children at appropriate times throughout the inspection
- The inspector spoke to parents and took their views into consideration.
- A meeting was held with the leaders, and the inspector sampled documentation.
- The manager took the inspector on a learning walk and discussed how she delivers her curriculum.
- The inspector carried out a joint observation with the manager.

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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