

Inspection of Becket Hall Day Nursery

St Thomas Street, Bristol BS1 6AA

Inspection date: 30 September 2021

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 are happy and build secure relationships with their key person. They receive a warm welcome upon arrival and settle in quickly. New children benefit from a gradual settling-in programme, which staff tailor to meet the child's individual needs.

Staff have high aspirations for all children. They have identified a set of core aims that they would like 'The Becket Hall Child' to achieve during their time at the nursery. For example, staff encourage children to develop a strong ability to express themselves. They have introduced a 'choice' board with pictures for children to choose their preferred play activity and take a lead in their own learning.

Children learn to manage their emotions well. Any minor disputes are quickly resolved between children, without the need for adult intervention. Staff are good role models in promoting positive, respectful behaviour. Babies and young children make good progress in their development from their starting points, in readiness for the next stage of their learning.

Due to the COVID-19 (coronavirus) pandemic, staff introduced innovative ways to communicate with children and their families during the national lockdown. For example, staff produced a video for parents with suggestions to help them support their child's toilet training at home. Children were also able to safely access online yoga and circle time sessions led by familiar nursery staff.

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

- Leaders and staff work collaboratively to embed the 'key experiences' outlined in their curriculum. There is a real focus in promoting children's sensory learning opportunities, which staff have categorised as 'our world, our senses, our bodies' and 'our feelings.'
- Staff make effective use of their assessments of children to monitor their progress and identify the next steps in learning. Staff plan daily activities based on children's interests, such as exploring different transport vehicles. However, at times, some planned adult-led activities for younger children are pitched too high to enable them to fully engage in purposeful learning.
- Children develop effective language and communication skills. They listen attentively to staff as they read stories and enjoy singing familiar nursery rhymes. Staff use picture cards and visual timetables to aid children's communication and help them to understand expectations. However, although there are opportunities for children to hear language and learn new words, staff place less emphasis on promoting the use of children's home languages.

- Staff provide an enabling environment, which supports children's physical development. Babies learn to crawl and move their bodies in different ways, showing good control and balance. Older children show good hand-to-eye coordination as they carefully place small balls onto guttering and watch them roll down. They also learn to use different tools while exploring the herb-infused play dough.
- Children develop good social skills. They sit together for mealtimes and are polite and courteous to one another. They learn to share and take turns and staff reinforce positive behaviour, such as reminding children to show 'kind, gentle hands'. Staff offer healthy food choices and cater for children's specific dietary needs, such as vegan and dairy free options. They teach children about the importance of looking after their bodies and the manager is currently working on a toothbrushing programme to promote good oral health.
- The manager coordinates the provision for children with special educational needs and/or disabilities. She liaises with other professionals, including Portage workers and speech and language therapists, to ensure children receive timely support and that no child is left behind.
- Parents are highly complimentary about the nursery provision. They comment that staff are very approachable, and their children are developing good social skills and make huge progress. Staff work closely with parents and provide regular updates about their child's progress, such as through online video calls.
- The manager supports her staff team well. She meets with them regularly to identify future training and address any concerns. The manager runs a weekly special educational needs coordinator clinic for staff to discuss their key children and offer additional support. Staff comment that they find these sessions very helpful.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff demonstrate a secure understanding of their role to keep children safe from harm. Staff are knowledgeable about the procedures for reporting any welfare concerns about a child, as well as the nursery's whistle-blowing policy. Leaders ensure staff receive regular safeguarding training to keep their knowledge up to date. For example, staff are aware of wider safeguarding issues, such as child exploitation and county lines. Recruitment and vetting procedures are thorough. The manager ensures all newly recruited staff, who are waiting for their suitability checks, are never left unsupervised with children.

What does the setting need to do to improve?

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

- build on the opportunities for children who learn to speak English as an

additional language to hear and use their home language

- support staff in planning suitable adult-led activities that take into account children's prior knowledge and what they need to learn next.

Setting details

Unique reference number	EY402789
Local authority	Bristol City of
Inspection number	10061831
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	62
Number of children on roll	65
Name of registered person	Becket Hall Day Nursery Limited
Registered person unique reference number	RP902271
Telephone number	01179292575
Date of previous inspection	29 March 2016

Information about this early years setting

Becket Hall Day Nursery is a privately owned nursery which registered in 2010. It operates from a converted church building in the centre of the city of Bristol. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year, excluding bank holidays. The provider employs 24 members of staff, of which, 17 hold relevant childcare qualifications ranging from level 2 to level 7, and seven staff are unqualified. The current manager holds a degree in early childhood studies. The provider is in receipt of early years funding for children aged two and three years old.

Information about this inspection

Inspector

Shahnaz Scully

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 her evaluation of the setting.
- The inspector observed the interactions between the staff and children during activities and assessed the impact these have on children's learning.
- The nursery manager and the inspector completed a learning walk and discussed how the nursery delivers their curriculum.
- A joint observation of a planned adult-led activity was completed by the inspector and the nursery manager.
- The inspector read written feedback provided and spoke to parents during the inspection while taking account of their views.
- The inspector sampled relevant documentation, including the nursery's safeguarding policy, suitability checks of staff and first-aid certificates.

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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