

# Inspection of Anchor Day Nursery

The Anchor Day Nursery, 307 New Cheltenham Road, Bristol BS15 4RD

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Inspection date: 4 October 2021

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<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

## **What is it like to attend this early years setting?**

### **The provision is good**

The manager and staff provide exciting and engaging activities for children of different ages across the nursery. They make sure that they talk with families and children about what their lives are like outside the setting, to help them plan meaningful experiences.

There have been changes to the physical play spaces, including the enlargement of the pre-school room and the addition of a sensory room. These have increased the opportunities for children. Pre-school children have more space for activities. All children using the sensory room can explore using their senses. They can feel textures, sit and manipulate the coloured balls in the ball pit, and watch the way lights change colour in the light tubes. Staff comment that children become calmer and relax after using the sensory room.

Children in pre-school recall visits to see dinosaur models. Staff recreate this on a smaller scale in the nursery, so all children can learn about dinosaurs. Children get to 'extract' dinosaur skeletons from pretend fossils and uncover 'bones' hidden in the sand tray. They show good concentration, physical skills, and consideration for others as they share tools to break away the 'fossil'. They exclaim excitedly when they see pieces of the dinosaur emerging and proudly show others what they have found.

Younger children have fun creating with natural materials. Staff working with babies help them dip pine cones into different colours of paint. They tell children the colour names and comment on the patterns babies make as they print with the cones. Toddlers start to understand about healthy food choices. They can 'buy' real food from their own 'Farmer's Market' and sometimes try the different fruit and vegetables.

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

- The manager and staff are aware that families have experienced many pressures and changes due to the COVID-19 (coronavirus) pandemic. Their partnership with parents is fantastic. Staff are starting to welcome parents back into the setting to collect children at the end of the day. They share detailed information with parents about what children have done, eaten, and learned. Parents comment that throughout the pandemic, the manager and staff were terrific. They say that they received calls, emails, and online support. This included suggestions for different activities they could do with children at home. Children continued to learn and develop well.
- Staff constantly narrate what children are doing, provide new words, and ask questions. They recognise that some children are learning English as an

additional language. They use signs, picture cards, and words in children's home languages as well as English, to support speech development. However, staff sometimes do not allow sufficient time for children to think of what they want to say or express their ideas fully.

- Staff support children's personal development well. They remind children why they need to use tissues to wipe their nose, and then wash their hands, to stop germs spreading. Babies progress from drinking out of bottles to using cups. Toddlers make pretend cups of tea for staff, who model good manners, such as saying 'thank you' when they are handed the cup. Pre-school children make choices about the songs they would like to sing during their 'wake and shake' dances. They wait for others to speak and join in enthusiastically with actions and words.
- Activities are well-thought-out and implemented. For example, staff working with the babies know that they tend to put things in their mouths a lot. They provide safe edible resources while encouraging children to develop physical skills. Children show superb concentration as they have a go at threading cereal hoops onto spaghetti strands and eat a few hoops as they do so. Toddlers make 'cakes' in the sand tray. Staff provide different sizes and shapes of containers. They encourage children to use spoons as pretend candles and have picture cards with shape names and numbers on. Children start to make connections between the shapes and count the 'candles' on their cakes. All children, including those with special educational needs and/or disabilities, make good progress as activities are planned to meet individual next steps in learning.
- The manager supports staff well. She focuses on developing staff skills and supports their professional development. Staff are confident to voice their opinions and use new knowledge from training in ways that benefit children and improve outcomes. Staff work together as a team with a shared vision, dedicated to supporting children to make the best possible progress.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager and staff prioritise safety and well-being at the nursery. All staff know potential signs that may mean a child is at risk. They know how, who and when to refer concerns or seek advice to keep children safe. The manager has secure recruitment systems in place. She completes checks to ensure staff are, and continue to be, suitable to work with children. The manager recognises the pressure staff and families have been under during the COVID-19 pandemic and has put in place support for staff and children's mental health and well-being.

## **What does the setting need to do to improve?**

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

- make sure staff interactions and communication with children allow children sufficient time to think, provide responses and express ideas.

## Setting details

<b>Unique reference number</b>	2630906
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10209020
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	0 to 4
<b>Total number of places</b>	60
<b>Number of children on roll</b>	112
<b>Name of registered person</b>	Anchor Day Nursery Limited
<b>Registered person unique reference number</b>	2630907
<b>Telephone number</b>	01179615784
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Anchor Day Nursery registered in September 2021. The nursery is situated in Kingswood, Bristol. The nursery operates from 7am until 6.30pm, Monday to Friday, all year round apart from the week between Christmas and New Year. There are 18 staff employed by the nursery, 12 of whom hold appropriate childcare qualifications at level 3. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Anita McKelvey

## 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 and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector carried out joint observations with the manager to look at the quality of teaching with the younger and older children.
- Parents shared their views of the setting with the inspector.
- The inspector spoke to children, to find out about their time at the setting.

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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