

Inspection of Snapdragons Nursery

The Wylands, Bristol BS11 0DA

Inspection date: 15 October 2021

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy to arrive at this welcoming nursery. They demonstrate a good understanding of routines in the day and settle quickly. They develop good self-confidence and take pride in their achievements, such as showing staff the work they have done and sharing their news from home. All children have good opportunities to develop their physical skills. Babies enjoy climbing and splashing in the water trays outdoors. Toddlers learn to catch balls and hold pencils as they colour. The oldest children learn to develop their hand-to-eye coordination as they create owl pictures, taking care to add detail to the owls. Children are motivated to learn and have good self-esteem. They laugh and have fun with their friends at the nursery. Staff value and respect the children's views. They give children the opportunity to make decisions and value the importance of their choices. Staff know children well. This helps staff to plan effectively to meet each child's needs and support their emotional well-being. Staff have high expectations for all children. They offer a wide range of support to children with special educational needs and/or disabilities. Staff collaborate closely with parents from the start to find out about children's interests and what they can do on entry. They engage with other professionals to ensure that children receive the support they need to narrow any gaps in learning. Children develop the skills needed for their future learning. The nursery linked with another Snapdragon setting during the COVID-19 (coronavirus) pandemic to offer support to parents. Staff flexibly adapted their provision to meet the children's individual needs, and ensured that they kept in touch with all families via telephone and video calls.

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

- Leaders are dedicated to raising the standards of the nursery by continuously looking at ways to improve the service they provide. They value their staff and are committed to supporting their continued professional development to raise standards in practice and the quality of learning experiences for the children. Regular supervision meetings enable staff to discuss their key children and request any training that they wish to complete. A thorough induction programme helps newer staff to become familiar with their individual roles and responsibilities, as well as the nursery's policies and procedures.
- Partnerships with parents are good. Parents speak highly of the staff. They appreciate the action taken by the nursery to stay connected with them during any changes and because of the COVID-19 pandemic. Staff provide parents with a good amount of information and support to help them to support their children's learning at home.
- Children behave well and are confident. They learn to take turns and share the resources. When children want to play with the same toy as their friends and become upset, staff sensitively help them to understand and manage their

emotions. Children learn to identify feelings. Staff teach the children strategies to help them regulate these. For example, staff share a story with the children about making pumpkin soup and taking turns. They then practise this by working together as they make real pumpkin soup. Children have formed strong friendships and learn to share, cooperate, and resolve conflicts calmly.

- Children listen carefully to staff and show that they are independent. For example, older children hang their coats and bags on their pegs. Staff encourage babies to learn the skills they need to feed themselves, and toddlers learn to put their own coats on.
- Children's well-being is promoted effectively by the culture and ethos of the setting. For example, children are provided with plenty of fresh home-made nutritious food and snacks. Staff engage with children well to help them understand about healthy foods, good oral health and good personal hygiene.
- The children are learning to take calculated risks in their play. For instance, older children enjoy swinging on tree ropes, as they learn to climb and jump off. They know to take care on the wobbly bench, so they do not fall. However, staff do not organise group activities well enough to fully engage every child taking part. These activities are sometimes too long and do not challenge the oldest children.
- Children engage in a variety of activities with staff. However, on occasions, they do not enable children sufficient time to answer and process the questions they ask before asking them another. Therefore, children do not consistently develop their thinking skills further.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff understand their responsibilities to keep children safe. All staff have completed safeguarding training and ensure that children's safety and protection are a priority. Staff understand and recognise the signs that may indicate a child is at risk of neglect or abuse. They know the procedure to follow should they have a concern about a child's welfare. Leaders have safe recruitment procedures in place and check the suitability of newer staff and the ongoing suitability of existing staff. Staff know what to do if they have any concerns about a colleague's practice, including the manager. The nursery is safe and secure.

What does the setting need to do to improve?

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

- organise group activities more effectively to fully include and engage all children taking part, particularly the oldest children
- provide more opportunities for children to hear and respond to thought-provoking questions to support their thinking skills even further.

Setting details

Unique reference number	EY499802
Local authority	Bristol City of
Inspection number	10210077
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	124
Number of children on roll	141
Name of registered person	Snapdragons Nurseries Limited
Registered person unique reference number	RP904902
Telephone number	0117 3704230
Date of previous inspection	25 September 2018

Information about this early years setting

Snapdragons Nursery registered in 2016. It is privately owned and is situated in Shirehampton, Bristol. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery employs 32 members of childcare staff. Of these, 14 hold appropriate childcare qualifications. One member of staff holds qualified teacher status, and four members of staff are qualified to degree level. The nursery provides funded early years education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Tracey Cook

Inspection activities

- This was the first routine inspection the nursery 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 nursery.
- The inspector had a learning walk with the deputy manager. She explained to the inspector how staff provide a broad curriculum for children and plan for their learning.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- A meeting was held with the leadership team. During this meeting, discussions were held about training and the development of the nursery.
- The inspector viewed relevant documentation, including staff's qualifications, first-aid certificates and evidence of the suitability of adults working with children.
- The deputy manager took part in a joint observation with the inspector. She evaluated the quality of teaching and learning with the inspector.
- The inspector spoke with parents, children and staff at appropriate times throughout the inspection and considered their views.

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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