

Inspection of Snapdragons Nursery Weston

Henley Lodge, Weston Road, BATH BA1 2XT

Inspection date: 5 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Good
Overall effectiveness at previous inspection	Outstanding

What is it like to attend this early years setting?

The provision is good

The nursery provides a homely, comfortable environment, where children are made to feel welcome, safe and valued. Children settle quickly and thoroughly enjoy exploring the interesting range of resources and activities available. They are independent learners who make choices about their play with confidence. Babies and toddlers, for example, show great curiosity as they explore play spaces. Children are extremely well behaved and attentive. For example, older children show great concentration as they take part in a listening activity and experiment with making sounds quieter and louder. Staff know children well and use effective teaching methods to support them to make good progress from their starting points. They explain, demonstrate and ask questions to engage children fully.

The nursery remained open throughout the COVID-19 pandemic. Staff maintained good contact with families of those children not attending during this time and provided activity packs to help parents support their children's learning at home. Parents still drop their children at the door to reduce the risk of infection. Staff from their child's room have a brief discussion with them to ensure that important information is still exchanged.

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

- Staff use what they know about the children to identify what each child needs to learn next and to support their learning. They interact well with them and offer praise and encouragement to engage them and give them a sense of achievement. They help all children, including those who may need additional support, to be ready for their next stage of education.
- Staff encourage children's communication skills well. Older children are confident communicators who initiate conversations and interactions. Younger children use signs and words, saying 'please' and 'thank you' when they are given food or drinks. They understand what is said to them. For example, when staff say it is snack time, children head straight to the table to find a seat.
- Children's behaviour is exemplary. Older children negotiate with one another to take turns with equipment and even babies are starting to share. For example, they hand pretend food to others and take turns in conversations on the pretend phones. Toddlers share equipment as they build sandcastles. They show tolerance and perseverance. For example, when sandcastles get knocked down, they build them again and do not get frustrated.
- Staff generally use effective methods to support children who are learning to speak English as an additional language. For example, parents supply key words in the child's home language before they start. However, there are inconsistencies in the encouragement offered to children to use their home language in play and learning to further support their overall language

development.

- Children of all ages show an excellent understanding of good hygiene practice. Toddlers ask for tissues to clean their runny noses and know to put the used tissues in the bin. Staff talk with children about the importance of cleaning hands when coming in from outdoors and remind them to use soap to get rid of the germs. Children know they need to do this before eating too.
- Leaders reflect on the quality of the provision and make positive changes to improve outcomes for children. For example, they recognised that the nursery did not promote diversity as much as possible. They attended relevant training and used what they learned to develop this aspect of the provision further. There is now a greater focus on valuing and celebrating children's individual backgrounds and a variety of new resources has been introduced to help children learn about similarities and differences.
- There is a strong focus on staff well-being. Leaders have introduced an employee assistance programme where staff can access counselling and there is a well-being champion who can provide advice and information if staff need support.
- Leaders have introduced 'in the moment' planning and are using the 'curiosity approach' to support children's learning. These are working generally well and children relish exploring the stimulating new resources. However, staff's ability to extend children's learning and introduce other areas of learning, including mathematics, during activities is not yet fully embedded.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure understanding of how to protect children from harm. They complete safeguarding training and regularly discuss safeguarding matters in staff meetings, which helps to keep their knowledge up to date. They understand the signs that a child may be at risk of harm and know the procedures to follow if they have concerns. They are also confident in their understanding of what to do if they are concerned about the conduct of a colleague. Staff ensure that the environment is safe and secure, and remind children how to stay safe.

What does the setting need to do to improve?

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

- embed staff's ability to include and build on all areas of learning during children's play, with particular regard to mathematics
- provide more consistent support for children who are learning to speak English as an additional language.

Setting details

Unique reference number	EY253622
Local authority	Bath and North East Somerset Council
Inspection number	10210529
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	164
Number of children on roll	172
Name of registered person	Snapdragons Nurseries Limited
Registered person unique reference number	RP904902
Telephone number	01225 426255
Date of previous inspection	19 September 2018

Information about this early years setting

Snapdragons Nursery Weston registered in 2003. It is located in the Weston area of Bath. The nursery opens from Monday to Friday, for 51 weeks of the year, from 8am until 6pm. The nursery provides funded early education for children aged two, three and four years. There are 41 staff members who work directly with the children. Of these, four hold relevant childcare degrees and 25 hold qualifications at levels 2, 3 and 5.

Information about this inspection

Inspectors

Catherine Sample
Anita McKelvey

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager and the head of early years practice joined the lead inspector on a learning walk and talked to her about their curriculum and what they want the children to learn.
- Children spoke to the inspectors about what they enjoy doing while at nursery.
- Staff spoke to the inspectors during the inspection.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The manager and the lead inspector carried out a joint observation.
- The second inspector spoke to several parents during the inspection and took account of their views.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2021