

# Inspection of Snapdragons Nursery Broadwood

Broadwood Avenue, CORSHAM, Wiltshire SN13 0LX

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Inspection date: 30 November 2021

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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 arrive happy and excited to go into the nursery. They settle quickly, as the kind and nurturing staff greet them and their parents at the door. Children develop good relationships with their key persons and other staff in the nursery. Younger children cuddle up to the staff as they sit on their laps when they wake up from their sleep. Older children are confident and motivated to learn. They eagerly sound out letters that they see in words as they play, which develops their interest in early literacy. All children behave well. Older children listen to staff as they give them clear instructions for games and activities. Children take part in tidying away the resources, and staff support children to learn to be kind and to take turns with the toys. The manager and staff recognise the impact that the COVID-19 pandemic has had on the children and their families. They have worked with families to support children's emotional well-being. For example, during the time that some children could not attend the nursery, staff kept in contact with families and gave them ideas for activities that they could do with their children. Staff have worked very closely with parents to provide transition sessions which are tailored to the children's needs.

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

- The new manager and leadership team implement an ambitious curriculum that is focused on what the children know and what they need to learn next. They place a high emphasis on using children's interests to engage them in learning. However, this curriculum is new, and not all staff are confident at implementing it. At times, staff do not recognise how to extend children's learning further as they play.
- Staff focus on children's emotional well-being and provide them with support to learn to recognise their feelings and emotions. Staff working with the youngest children ensure that children's routines are followed so that they feel secure. Older children enjoy taking part in the 'sunshine circle', during which they learn to explore and describe their feelings and emotions.
- Partnerships with parents are well established. Parents say that they are very happy with the care that their children receive. Parents report that staff keep them well informed about their children's learning and they feel involved. Staff provide parents with opportunities to be part of their child's learning, such as through parent and child events out of nursery hours.
- Children with special educational needs and/or disabilities have the support that they need to make the progress of which they are capable. For instance, staff work closely with other professionals to implement targeted support to meet children's individual needs.
- Staff encourage and excite children to be involved in developing their language and communication skills. The youngest children babble and copy words that

staff role model as they play alongside them. Older children listen intently as staff use descriptive language to encourage children to guess what picture they have. Children are confident at being involved in creating stories. They eagerly join in with introducing their own line to group stories.

- The manager and staff recognise the importance of children having plenty of fresh air and exercise. Children benefit from lots of outdoor play opportunities, where they enjoy exploring the natural environment. Children learn to balance and climb and enjoy experiencing a range of outdoor activities. Leaders recognise that some children prefer to learn outside and are currently developing a more challenging space for children. The new area is being developed using what staff know about the children and their needs.
- The manager works closely with staff to ensure that additional funding is used appropriately to target support for children who are in receipt of it. Parents are invited to share their views on what they think will benefit their children's learning.
- Staff have good methods in place to assess and monitor children's progress. They interact well with children and engage them in play. However, they do not consider how to ensure that group times are not disrupted so that children can fully engage and take part in being involved. At times, staff are busy tidying and cleaning, which takes children's attention away from the activities provided.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and staff place a high emphasis on children's welfare and safety. All staff have detailed inductions of the policies and procedures that are in place, including safeguarding and child protection. Staff have a good understanding of the indicators that may suggest that a child is at risk of harm, and they understand what they should do if they have concerns. Staff work closely with parents to help children to learn about personal safety. For instance, the 'road safety bear' supports children to learn how to stay safe near the road.

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

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

- provide staff with more support to help them to understand and implement the curriculum more precisely
- review the organisation of planned activities and routines to ensure that they do not impact on children's engagement in learning.

## Setting details

<b>Unique reference number</b>	EY361923
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	10213705
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare 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>	70
<b>Number of children on roll</b>	110
<b>Name of registered person</b>	Snapdragons Nurseries Limited
<b>Registered person unique reference number</b>	RP904902
<b>Telephone number</b>	01225 811515
<b>Date of previous inspection</b>	10 November 2016

## Information about this early years setting

Snapdragons Nursery Broadwood registered in 2007. It operates from purpose-built premises on the site of Corsham Primary School, Corsham, Wiltshire. The nursery employs 22 members of staff. Of these, one is a qualified teacher, one has a level 5 qualification, 10 have level 3 qualifications and one holds an early years qualification at level 2. The nursery opens from Monday to Friday all year round. Sessions are from 7.30am to 6pm. The nursery provides funded early education for two-, three- and four-year-old children.

## Information about this inspection

### Inspector

Victoria Nicolson

## Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 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 spoke to parents and took account of their views.
- The inspector carried out a learning walk with the manager.
- The inspector spoke to staff and children throughout the inspection.
- The inspector observed the quality of education, indoors and outdoors, and assessed the impact on children's learning.
- The inspector held a meeting with the manager and leadership team.

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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