

# Inspection of King St Day Nursery and Pre-School

7-8 King Street, BRISTOL BS1 4EQ

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Inspection date: 26 January 2022

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education

**Good**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Good**

Overall effectiveness at previous inspection

Inadequate

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

### **The provision is good**

Since the last inspection, there has been a significant overhaul of practice. The manager and staff team have been working tirelessly to drive improvement. As a result, children are now making good progress in their learning and demonstrate that they feel secure. Children arrive happy at this nursery and settle in with ease. They benefit from a safe environment to play, learn and have fun as they explore their surroundings.

Children and parents receive a warm welcome from the caring staff team. Children get to know their key person and build secure bonds from the outset. The manager has introduced a staff welcome board at the entrance with individual photographs and information about each staff member. Parents state that they enjoy learning about their child's key person and their children feel reassured to see familiar faces on display as they arrive.

Some children who attend this city-based nursery come from diverse cultural and ethnic backgrounds, and staff have high expectations for all children to achieve and do well. Staff treat each child as an individual and provide an inclusive environment. For example, staff encourage parents to provide key words in their child's home language and to share special celebrations. Additionally, children have access to a range of library books to share at home with their families, including topics to help them cope with changes, such as starting school and the arrival of a new sibling.

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

- Leaders and staff have a clear overview of what they want children to learn and why. Staff in baby, toddler and pre-school rooms work consistently to build on what children already know and can do. They use ongoing assessments to target any gaps in children's development and to help them learn new skills. All children make good progress for the next stage of their learning.
- Since the last inspection, the manager has purchased new resources to increase children's level of engagement. For example, babies have items placed at their eye level to increase their sensory stimulation and toddlers have access to soft-play building blocks to create models. However, there is scope to further improve some adult-led activities to help children reach their full potential. For example, some resources are not age-appropriate and staff place less emphasis on encouraging children to learn new words to extend their vocabulary.
- Staff use a range of techniques to help children self-regulate their behaviour and manage their feelings. For example, staff use 'now and next' visual boards to help children, including those who struggle with change, to understand what is happening next, so they have clear boundaries. This has helped children to

manage daily expectations and supports their emotional well-being.

- Children gain good independence skills from an early age. Staff teach children to manage small tasks for themselves, so they are equipped with the skills they need to move up to the next room. For example, toddlers learn to self-serve their own lunch and scrape their plates when they have finished eating. Older children help staff to set up the table with cutlery and plates ready for a freshly prepared and healthy lunch. Children have access to the nursery garden and local park where they get to move around in different ways and develop their small- and large-muscle groups.
- Staff know how to support children with special educational needs and/or disabilities (SEND). The special educational needs coordinator (SENCO) works closely with key persons, parents and other professionals to identify, plan and coordinate individual support for children with SEND. The SENCO observes children with SEND and provides feedback to staff to encourage high levels of child- and adult-led engagement.
- There have been a number of staff changes since the last inspection. The current manager has worked diligently to improve the quality of the nursery. Consequently, staff meet regularly with her for supervision meetings and undertake relevant training to improve their knowledge and skills. Parents are highly complimentary about the changes they have seen, particularly the regular contact with their child's key person and the open communication with management. Staff morale is good and they are positive about the ongoing support from management to help them do their role effectively.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders have reviewed risk assessment procedures since the last inspection and have addressed previous concerns. Staff have undergone further training to ensure they know how to identify and remove hazards immediately to keep children safe. Staff demonstrate a secure understanding of the signs that may indicate a child is at risk of abuse and neglect. They attend ongoing training on wider safeguarding issues, including county lines and the 'Prevent' duty, to develop their understanding. All staff are confident in the process they need to follow to make a referral about a child in their care or to report allegations of abuse.

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

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

- review the planning of adult-led activities, so children have access to resources which are age-appropriate and that reflect their current stage of development
- increase opportunities for children to build their vocabulary and develop their language skills, so they benefit from a language rich environment.

## Setting details

<b>Unique reference number</b>	EY498557
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10205035
<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>	99
<b>Number of children on roll</b>	86
<b>Name of registered person</b>	Abbeywood Tots Day Nursery Ltd
<b>Registered person unique reference number</b>	RP901017
<b>Telephone number</b>	01179252752
<b>Date of previous inspection</b>	27 July 2021

## Information about this early years setting

King St Day Nursery and Pre-School registered in 2016. It is situated in central Bristol. The provision is open all year round between 7am and 6pm. There are 23 members of staff who work with the children, of these, one staff member holds a qualification at level 4, 10 staff are qualified at level 3, one staff is qualified at level 2 and eight staff are currently unqualified. The nursery receives funding to provide free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Shahnaz Scully

## Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector spoke to parents on the day and reviewed written feedback, and took parents' views into consideration.
- Both the inspector and manager carried out two joint observations of staff practice, and evaluated it together.
- The inspector held discussions with the nursery manager and area manager to evaluate the leadership and management of the setting.
- The inspector sampled a range of documentation, including staff recruitment records and training certificates.
- The staff and children spoke to the inspector at appropriate times throughout the inspection.

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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