

Inspection of Early Birds Neighbourhood Nursery

Birdwell Primary School, Hollis Close, Long Ashton, BRISTOL BS41 9AZ

Inspection date: 28 January 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Outstanding

What is it like to attend this early years setting?

The provision is good

Children are happy and excited as they arrive at nursery. Staff greet children positively and help them to settle quickly. Children are keen and curious to explore the resources that staff provide. Older children form good friendships with the other children in the nursery. They play imaginatively and giggle together as they dress up. Younger children form close relationships with their key persons and other staff working with them. They enjoy doing action songs and they snuggle into staff for comfort. Children learn to be independent at managing their own needs and staff support this well. For instance, older children manage their own personal hygiene and they serve their own food and drinks at mealtimes. Even the youngest children learn to be independent. They confidently get themselves a tissue to wipe their own nose.

All children behave well. They listen to staff and are keen to help tidy away the toys when staff tell them to. Children develop useful skills in readiness for starting school. They concentrate well and can focus and engage in activities that require them to listen and take turns.

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

- The nursery remained open during the COVID-19 pandemic restrictions to the children of key workers. Staff remained in contact with the families of the children who were not able to attend. They shared activities during this time to involve families in taking part. On returning to the nursery, staff worked closely with parents to help children to settle back in. Leaders recognise the longer-term impact that the COVID-19 pandemic has had on children and their families. They work with families to provide emotional support, especially as children first start attending the nursery.
- Leaders implement an ambitious curriculum which focuses on children's interests and what children already know to promote further learning. Leaders set high expectations for all children to learn and achieve. However, not all staff have a secure understanding of how to implement their curriculum consistently. At times, they do not recognise when some children need further support to extend their learning.
- Overall, the support in place for children with special educational needs and/or disabilities is good. Parents report that staff and leaders go above and beyond to access support for their children. Leaders access support from other professionals and swiftly put plans in place to ensure that children and their families have the help that they need.
- Staff know the children well. They use good methods to observe and monitor children's development and provide experiences to engage them in learning. However, at times, staff do not use the information that they know and the

strategies in place to provide children with the guidance that they need. Some staff do not consider children's learning needs to fully engage children in play and learning.

- Staff working in the baby room are particularly skilled at extending children's vocabulary. They model language and introduce new words that build on what children already know. Staff repeat and reinforce the language as children play alongside them.
- Children develop their physical skills well and staff encourage them to take on challenges as they learn new skills. The youngest children learn how to climb the equipment in the garden as they watch and copy the older children. Staff excitedly praise children for challenging themselves as they successfully climb independently.
- Children develop a love of songs and stories. They eagerly sit down to listen to stories with the group and they access books to look at independently during free play.
- Leaders ensure that additional funding that is accessed for children is used well to target children's specific needs and to close gaps in their learning.
- Partnerships with parents are well established and strong. Parents say that they are very pleased with the care that their children receive. They report that their children love attending nursery.

Safeguarding

The arrangements for safeguarding are effective.

Leaders follow good procedures to recruit staff safely and to monitor the suitability of staff, to ensure that adults working with children are suitable for their roles. Leaders and staff have a good understanding of their responsibilities to keep children safe. Leaders ensure that staff have a good understanding of the nursery's safeguarding procedures, and they keep their training up to date. Staff are aware of the indicators that may suggest that a child is at risk of harm, and they know how to act on their concerns. Staff carry out risk assessments and they supervise children well as they play.

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 support to further embed the curriculum, to offer children more challenge and to extend their learning further
- implement the strategies in place consistently to support all children to engage and be involved in activities.

Setting details

Unique reference number	EY344801
Local authority	North Somerset
Inspection number	10124354
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	62
Number of children on roll	74
Name of registered person	North Somerset Council
Registered person unique reference number	RP902488
Telephone number	01275 395 359
Date of previous inspection	9 October 2013

Information about this early years setting

Early Birds Neighbourhood Nursery re-registered in 2009 and is run by the North Somerset Council. The nursery operates from purpose-built premises in the grounds of Birdwell Primary School in the village of Long Ashton, North Somerset. The nursery opens each weekday, from 8am until 6pm, except for bank holidays and once a month when it is closed at 5pm for staff meetings. The nursery is also closed for up to five staff development days per year. There are 19 members of staff including the manager. Four members of staff hold an early years degree and 11 members of staff have a qualification at level 3 or above.

Information about this inspection

Inspector

Victoria Nicolson

Inspection activities

- This was the first routine inspection the provider 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 his evaluation of the provider.
- The inspector carried out a joint observation of an activity with the manager.
- A meeting was held with the leadership team to discuss the management of the setting.
- The inspector observed the quality of the education being provided and assessed the impact that this was having on children's learning.
- The manager took the inspector on a learning walk around the nursery. They discussed how the curriculum is organised and planned.
- The inspector spoke to staff, parents and children at 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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