

Inspection of Court House Day Nursery

Court House Day Nursery School, 270 Wells Road, BRISTOL BS4 2PU

Inspection date: 30 May 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 are happy and settled in the warm and nurturing environment of the nursery. They benefit from a broad and well-planned curriculum, which successfully supports them to make good progress in all areas of learning. Children have good opportunities to develop many skills as they follow their interests and share warm and close relationships with staff. Children are curious and eager to explore, whether they are drawing patterns in rice or filling and emptying containers outside.

Managers and staff have high expectations of all children. Children are confident and behave well. Older children share and take turns using resources with no disagreements. Younger children are learning to negotiate and regulate their emotions successfully with support from staff.

During the COVID-19 pandemic, the setting closed and some children joined children at the provider's other setting, where they continued to attend. Throughout this time, and since the setting has fully reopened to all children, staff have ensured a good two-way flow of communication with parents. This has helped children feel safe and secure. Currently staff greet each family individually in the entrance hallway and share information with parents verbally and through an app. This helps parents to feel involved in their children's learning.

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

- Children engage in a wide range of activities which they thoroughly enjoy. Older children laugh and jump around as they take part in an active dance session. They sing and copy actions as they hold hands with their friends and move around in time to the music. Children follow instructions well. For example, they move their arms slowly like a 'robot', or they count down from five to one, squealing with excitement as they leap and jump into the air, developing good physical skills.
- Babies and toddlers explore excitedly using their senses. Babies look at themselves in the mirror, while engaging in warm responses with staff. Toddlers problem-solve as they work well together to balance on one leg. They skilfully use scissors to cut thread and enjoy making models. They develop confidence and independence as they serve themselves at lunchtime.
- Children have a wide range of opportunities to try out their ideas and develop their imagination. They sit in cardboard boxes and pretend they are driving a bus or a car. They play outside, creating potions or cooking in the mud kitchen.
- Staff encourage children's listening and attention skills effectively overall. They use sign language with the children to promote inclusion. However, at times, staff do not consider further ways to support the understanding and

participation of all children, particularly in adult-led activities.

- Babies and toddlers share warm interactions with staff. Staff know the children well and sensitively provide for their care needs. However, the organisation of sleep time in the baby room is not always conducive to allowing babies to sleep uninterrupted.
- Children's behaviour is good. For example, they sit for extended periods engaged in activities and listen to stories with good focus and concentration. They are kind and respectful to the staff and one another.
- Staff promote children's understanding of healthy eating through discussion and good role modelling. All meals are prepared from fresh ingredients on site, providing a balanced and nutritious diet. Children have a good understanding of oral health. They use resources such as puppets and have opportunities to role play the dentist and develop their understanding further.
- Managers provide staff with good support and coaching. Staff have good training opportunities to develop their practice. For example, they have completed sling training which has helped to enhance children's feelings of security.
- Partnerships with parents are good. Parents are happy with the progress their children make and the provision. Parents compliment staff on supporting children in their speech and language and building their confidence. They appreciate how staff support children when they first start at the setting. For example, parents talked about children filling a container with things from home which are special to them to help them feel secure and settle.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their responsibilities to safeguard children well. They can identify the signs or symptoms which may indicate a child is at risk of harm and are aware of the appropriate action to take. Staff are aware of the whistle-blowing procedure should they have a concern about a colleague. They keep their knowledge up to date through regular training, and managers use staff meetings well to test staff's knowledge of safeguarding. Staff carry out risk assessments and ensure they provide a safe and secure play environment for the children.

What does the setting need to do to improve?

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

- extend staff's practices further to support all children's understanding and participation, particularly in adult-led activities.
- consider the organisation of sleep time in the baby room so that babies can relax and sleep uninterrupted.

Setting details

Unique reference number	EY370589
Local authority	Bristol City of
Inspection number	10216893
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	72
Number of children on roll	92
Name of registered person	Bristol Child Care Limited
Registered person unique reference number	RP527941
Telephone number	01179 772 210
Date of previous inspection	30 August 2016

Information about this early years setting

Court House Day Nursery registered in 2007 and is located in Knowle, Bristol. The provider employs 18 members of childcare staff. Of these, 10 hold appropriate early years qualifications at level 2 or above. There are two members of staff who hold a qualification at level 6, one of whom also holds qualified teacher status. In addition, the provider employs a cook and a housekeeper. The nursery opens from Monday to Friday, all year round. Sessions are from 7.30am until 6pm. The nursery receives funding for the provision of free early education to children aged two, three and four years.

Information about this inspection

Inspector
Michelle Heimsoth

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 their evaluation of the provider.
- The manager and the nominated individual for the setting joined the inspector on a learning walk and talked to the inspector about the curriculum and what they want children to learn.
- The inspector observed children's interactions in play indoors and outdoors and had discussions with the staff about children's learning and development.
- The inspector and the manager completed a joint observation of a group activity.
- The inspector spoke to parents and took their views into account.
- Children spoke with the inspector during the inspection.
- The inspector spoke with the nominated individual and the manager about the leadership and management of the setting.

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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