

# Inspection of Raised in Bristol

The Settlement, 74-80 City Road, Bristol, Gloucestershire BS2 8UH

---

Inspection date: 14 July 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Not applicable

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

### The provision is good

Children are busy and happy. Babies and toddlers settle calmly as staff greet them warmly. They quickly engage in sharing a story. Pre-school children excitedly explore their room. They become deeply involved in play with their friends. All children are focused and fascinated in their play. They all make good progress, including those children with special educational needs and/or disabilities (SEND). This is because there is a well-planned and sequenced curriculum in place. This helps all children be ready for the next stage in their education. For example, babies explore play dough. Staff encourage them to pat and poke it and develop their hand-to-eye coordination. Toddlers develop their physical skills as they climb and slide. Pre-school children help make apple cake. They explain what happens when they add 'action' powder to help the cake rise.

Children feel safe and secure, as there is a very effective key-person system in place. They develop a deep sense of curiosity and use their imagination well. Children can test their ideas as staff plan many opportunities for creative play. Pre-school children behave well and follow the routine. They work collaboratively to prepare activities and tidy up.

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

- All children develop a love of stories and reading. Staff expertly support every age to enjoy books and the knowledge they give. For example, toddlers study animal safari books avidly. Staff model the noises the animals make, and children take delight in copying them. Pre-school children snuggle into cushions in their cosy look-out area. They share stories of adventure that spark their imagination. They extend these stories in their role play.
- Staff support children to learn new words rapidly. Babies copy staff as they model words for the toys they are exploring, such as 'ball' and 'ribbon'. Toddlers learn to count as they stack blocks. However, when toddlers struggle with their emotions, staff do not model words to help them identify their feelings. This means these children do not know how to communicate their feelings to others.
- Children use creativity and problem-solving skills through the carefully planned activities. For example, in the pre-school room, children pretend to make cakes. They follow a recipe from recipe books that are in the role-play area. Toddlers explore paint with brushes and large sheets of paper. Staff support children to think about what is happening as they paint. However, after a while, they leave these children unattended. Children wander off, painting cushions and walls. Staff do not stop them or help them to understand that this is not acceptable. This means these children do not learn how to respect the environment.
- All children learn about the world around them. They celebrate each other's cultures and festivals. Parents come into the nursery and share foods and stories

about their family's culture. Staff take children on regular walks around the local area. They learn about the communities around them. Children talk about what they can see and staff build on this.

- Partnerships with parents are very effective. Parents value the care and support staff give their children. They receive insightful and regular updates on their child's progress. Staff work with parents to set their child's next steps.
- Children with SEND make excellent progress. The special educational needs coordinator (SENCo) works closely with outside agencies and parents. This ensures the right support is in place for these children. She is very knowledgeable and experienced. She uses these skills to help SEND children succeed with carefully planned targets.
- The leader and manager are very focused. They have clear action plans to improve practice in the nursery. For example, they have recently targeted interactions and resources in the baby room. Staff have noticed a significant positive impact on babies' interactions and well-being. Their next step is to develop the environment and staff interactions in the new toddler room. The manager is very thoughtful and ensures all staff are happy and well supported. Staff are keen to improve their teaching and attend lots of training to support this.

## Safeguarding

The arrangements for safeguarding are effective.

All staff understand their duty to safeguard children. They confidently know all categories of abuse. They can accurately identify all signs of potential harm. Staff know how to record, report and act on any concerns they may have to help keep children safe. Leaders and managers have robust systems in place to keep staff knowledge up to date. There are very effective systems in place to safely recruit staff and ensure their ongoing suitability to work with children. The manager has rigorous risk assessment and accident procedures in place to keep staff and children safe.

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

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

- support younger children to understand their emotions so they can communicate their feelings more effectively
- ensure younger children understand boundaries to help them learn to respect their environment.

## Setting details

<b>Unique reference number</b>	2571553
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10239197
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years 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>	60
<b>Number of children on roll</b>	61
<b>Name of registered person</b>	Raised In Bristol Community Interest Company
<b>Registered person unique reference number</b>	RP554168
<b>Telephone number</b>	07543737747
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Raised in Bristol registered in 2020. It is located on City Road, Bristol. The nursery is part of the Raised in Bristol Community Interest Company. The nursery receives government early years funding for two-, three-, and four-year-old children. There are nine members of staff. Of these, two have a level 6, one a level 4, three a level 3 and one a level 2 relevant early years qualification.

## Information about this inspection

### Inspector

Sian Bath

## 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 inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspector about what they enjoy doing while at the nursery.
- The inspector spoke to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out joint observations of group activities with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector 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](mailto: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/](http://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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022