

# Inspection of The Southville Centre Nursery

Southville Centre, Beaulay Road, Southville, Bristol BS3 1QG

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Inspection date: 7 September 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

Outstanding

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

### The provision is good

Children settle well on arrival. They enjoy their time at nursery and have fun as they become absorbed in the activities, indoors and outdoors. Children form positive relationships with staff and each other. In particular, babies who are new to the nursery settle easily and quickly form close bonds with their key person. Children's individual needs are known by staff. Younger children explore through a range of different experiences, including sensory materials, such as paint and water play. They enjoy pouring and filling different containers as they splash in the water. Children develop their physical skills through a range of stimulating experiences. They spend lots of time in the outdoor area, where they develop their large-muscle skills. Older children learn about dinosaurs, what they are called and learn mathematical skills as they count and sequence the dinosaurs into sizes.

Children's behaviour is exemplary because staff have high expectations of them. Children learn the skills needed to become independent, preparing them for their next stage of learning. For example, older children serve their own hot meals, younger children learn to put their own coats on, and babies learn to feed themselves and wash their own hands. Children develop an awareness of taking care of themselves and the environment. Parents say they were well supported during the COVID-19 pandemic through zoom meetings and activities available on the online system.

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

- Leadership is strong and staff morale is high. They feel well supported by class leaders and the provider. Regular training, staff supervision and team meetings enable everyone to contribute their skills and knowledge to benefit children. Additionally, staff work closely with other professionals to ensure a consistent approach to children's learning.
- Partnerships with parents are effective. Staff provide parents with relevant information about children's development, including the required progress check for children between the ages of two and three. Parents comment how children have progressed in their learning since starting and how they have settled well.
- Staff teach children the skills that they need to make good progress in their personal, social and emotional development. Children confidently express how they are feeling and the reasons for this. This helps them learn to understand and name their emotions. Children's behaviour is good, they learn important social skills, such as taking turns and sharing the toys. Staff teach children to be polite and say please and thank you by consistently modelling this throughout the day.
- Staff provide children with small and whole group activities that focus on reducing gaps in their learning. However, sometimes, younger children lose

concentration and become impatient during group times, as these are sometimes too long.

- 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, including the local school to implement targeted support to meet children's individual needs.
- Staff are good role models. They are kind, caring and respond well to children's individual needs. Staff get to know children well from the outset. This helps children to settle well and become familiar with the environment. Children are happy, confident and enjoy the time they spend at this welcoming nursery.
- The well-developed gardens provide children with lots of opportunities to develop their physical skills. For example, children learn to balance on beams, climb, jump, and ride on trikes outside. Staff teach children to take part in mindfulness activities, like yoga, as they develop their physical and emotional development.
- Children develop good language skills. They listen to stories and enjoy looking at books on their own. They regularly hear words and repetitive phrases, such as through rhymes and singing songs. However, not all staff use consistent strategies with young children to support their developing communication and language skills to the highest level.

## Safeguarding

The arrangements for safeguarding are effective.

The management team and staff demonstrate a secure knowledge of safeguarding practices and how to keep children safe in their care. They are knowledgeable about the signs and symptoms that might indicate that a child is at risk from harm. Staff confidently discuss local safeguarding procedures and the steps to take, should concern for a child's well-being arise. They attend regular safeguarding training to ensure their knowledge is current. Staff are aware that some families may be vulnerable to extreme views or ideas. Robust recruitment procedures ensure appropriate checks are completed to determine employee's suitability. Staff are deployed well to safely supervise children and enable them to play in a safe and secure environment.

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

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

- review the organisation of whole-group activities to ensure all children sustain their concentration effectively
- ensure staff use consistent strategies to enable children to develop their thinking skills and express their own ideas further.

## Setting details

<b>Unique reference number</b>	106951
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10125813
<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>	103
<b>Number of children on roll</b>	125
<b>Name of registered person</b>	BS3 Community Development
<b>Registered person unique reference number</b>	RP902603
<b>Telephone number</b>	0117 9231 039
<b>Date of previous inspection</b>	19 December 2014

## Information about this early years setting

The Southville Centre Nursery opened in 1991. It is one of two day care provisions managed by BS3 Community Development and it operates from the community association building complex. The nursery is situated in Bristol. Opening times are Monday to Friday from 8am to 6pm, all year round. The nursery also offers a separate wraparound provision for children aged three years old and four years old which is open between 8am to 5pm. The nursery is in receipt of funded education for two-, three- and four-year-olds. There are currently 41 members of staff who work directly with the children. Of these, 28 have qualifications at level 2 or above, 4 of whom hold qualified teaching status.

## Information about this inspection

### Inspector

Tracey Cook

## 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 inspector observed staff interactions with the children indoors and outdoors, to assess the impact this has on children's learning.
- The inspector held discussions with the manager, staff, deputy and children at appropriate times during the inspection.
- The inspector looked at a sample of documents. This included evidence of suitability and training.
- The inspector took account of the views of parents spoken to and feedback forms available on the day.
- The inspector completed a learning walk across all areas of the setting and gardens to understand how the provision is organised.
- The inspector carried out a joint observation with the manager to assess the quality of staff interactions.

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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