

Inspection of Clyde House Day Nursery

1 Nevil Road, Bishopston, Bristol BS7 9EG

Inspection date: 20 December 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's communication and social skills develop effectively. This includes children who speak English as an additional language. Children enjoy social mealtimes and activities together. They learn new words and older children take turns in conversation. Babies start to communicate their needs. For example, they give staff their hand and say 'ound', showing them they want their favourite rhyme 'round and round the garden'. Parents say that children are well cared for, and that staff are kind, lots of fun and build close relationships with each child that respect their individuality and interests. Children behave well. This includes those who require perceptive intervention and additional support. Babies and children learn to take turns, play cooperatively and manage their emotions.

Staff plan careful support for children's literacy, with a regular 'core' focus book and many books throughout the nursery. Babies and children are keen to explore these and listen attentively to the well-read stories. Children enjoy art activities and eagerly test out their ideas. Staff ask them questions to encourage them to discuss their plans, and offer children tips to extend their exploration and skills. Older children represent things as they draw, such as a 'rainbow for Santa', and form letters of their names. Children acquire key skills to help them in the next stage of their education.

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

- Staff observe children as they play, tracking their achievements closely. They know children well and focus carefully on their individual learning needs. Parents are impressed by staff's responsive flexibility in their planning. They say if a child brings in a favourite or special item from home, staff quickly focus an activity on it and develop children's interest and knowledge further.
- The manager supports staff to identify any gaps in children's learning. She ensures they promptly seek support from outside professionals to get children the help they need. Children make good progress. Staff liaise closely with parents to make sure gaps are closing and children can reach their full potential. This includes children with special educational needs and/or disabilities.
- Staff encourage children to be increasingly independent. They offer them lots of praise as they try to do things for themselves, building their confidence and sense of responsibility effectively. Older children serve themselves food at lunchtime, pour their own drinks and help clear away their things. Older babies independently find their drink by recognising their photo on their beaker. They toddle about saying 'idy idy' as they help tidy away the toys. They are conscientious and very knowledgeable about where items go.
- Children's health and well-being are supported effectively. Staff ensure that children's dietary requirements are closely adhered to and that children are

provided with healthy meals and drinks. Children enjoy being active in the fresh air. Older children construct with large items. They make obstacle courses and have fun imaginatively creating a vehicle to travel to 'America to buy chocolate'. Babies enjoy investigating the sand. However, staff do not always consider the set up of the outdoor area to ensure the youngest children can develop their physical skills as much as possible.

- Partnerships with parents are strong. Managers and staff work hard to support good communication with parents about all aspects. They assess and evaluate this regularly, making changes and enhancing their effectiveness. Staff communicate successfully with parents through daily chats and messages, as well as entries in an online app. Parents all say they feel well informed.
- Staff support children's maths skills well. Older babies copy staff avidly, pointing to ladybird spots and saying numbers during a story. Children learn maths concepts as they make play dough, helping staff to estimate, measure and count ingredients. However, at times, staff do not flexibly adapt their approach to ensure children's continued engagement and learning during activities.
- The nursery's head of operations closely supports the manager and staff team. There is a strong focus on maintaining and extending staff skills. Staff undertake a range of mandatory and additional training, and unqualified staff are supported to gain early years qualifications. The team shows dedication to providing a good service for families and children. The regular meetings and discussions help the staff to gain ideas and make suggestions to analyse practice.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff implement their risk assessment procedures well, to identify and minimise hazards to children effectively. Security procedures at the nursery are robust. Staff supervise the children closely, to ensure they are kept safe. Managers ensure vetting procedures for staff and students are undertaken. New staff receive a thorough induction to ensure they understand their responsibilities and are familiar with the nursery's procedures. Staff undertake safeguarding and first-aid training. They understand what to do if they are worried about the children in their care or if they have concerns about the conduct of other staff.

What does the setting need to do to improve?

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

- consider the set-up of the outside environment further, to help support the youngest children's skills as much as possible
- support staff to adapt activities more readily and ensure all children's continued engagement and learning.

Setting details

Unique reference number	106936
Local authority	Bristol City of
Inspection number	10234054
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	31
Number of children on roll	45
Name of registered person	Appleby Mann Limited
Registered person unique reference number	RP908981
Telephone number	0117 9247488
Date of previous inspection	21 December 2016

Information about this early years setting

Clyde House Day Nursery registered in 1992 and is situated in Bishopston, Bristol. It operates Monday to Friday from 8.15am to 17.45pm. There are 16 members of staff who work with the children. Of these, one has qualified teacher status, and 10 have appropriate qualifications ranging from level 3 to level 6. The nursery provides funded places for children aged three and four years.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- This was the first routine inspection of the setting since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The inspector viewed all areas and discussed with the manager how these areas are used.
- The manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- Parents shared their views of the provision with the inspector.
- The inspector held meetings with the manager and the nursery's head of operations.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications.
- The manager discussed their safety and child protection procedures, and safeguarding discussions were undertaken with members of the staff team.

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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