

Inspection of Green Door Day Nursery (The)

35 Belvoir Road, St Andrews, Bristol BS6 5DQ

Inspection date: 5 January 2023

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 thoroughly enjoy their time at nursery, and they feel safe and secure. Babies develop strong emotional attachments to staff, which helps them to thrive. Staff snuggle up to babies as they wake up and gently massage them until they are ready to play.

Children learn to behave well and they develop good social skills. Staff use their high-quality training well to help children to recognise and manage their feelings and behaviour. For instance, they skilfully support children to think of fair ways to share resources. Children decide to use a sand timer to help them to have equal turns. Leaders' have introduced calming spaces and resources which has been successful in helping children to self-regulate.

Children develop good communication and language skills. For instance, staff teach toddlers new words, including 'melting' and 'gloopy,' to expand their vocabulary as they enjoy exploring ice and cornflour. Older children listen to stories intently and they join in with familiar rhymes enthusiastically.

All children make at least good progress in their learning and development. The manager uses additional funding well to support children's specific needs. Children who have special educational needs (SEND) and disadvantaged children are exceptionally well supported, and any gaps in their learning swiftly close.

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

- Staff use their observations of children well to identify what children know and can do and to assess their progress. Managers regularly check the quality of observations and assessments to ensure that children are making progress and accessing a broad curriculum.
- The special educational needs coordinator provides excellent support for children who have additional needs. For instance, she models strong practice for staff and holds regular meetings with parents and key personnel, to ensure that everybody understands what children need to practise and to learn next.
- Children are keen to take part in the wide range of interesting learning experiences. For example, they focus extremely well during a French lesson and they join in confidently. Children learn to count in French and they take turns to name the colours of objects in French and in English.
- The manager and staff provide an inclusive environment, where children and their families feel valued and welcome. Staff make effective use of books to teach children about diversity, and to ensure that children's family structures and backgrounds are reflected in the setting.
- Staff support children well to lead healthy lifestyles. Children enjoy daily energetic play in the outdoor space and during regular visits to local parks. Parents say that their children benefit from the regular yoga sessions. Staff encourage all children to use cutlery to feed themselves the nutritious meals

provided. Children develop high levels of independence in their self-care.

- Partnerships with parents are positive and contribute to high levels of continuity in children's care routines. Parents comment that they enjoy receiving updates from staff during daily conversations and through regular electronic communication.
- The highly-motivated manager and her team are committed to providing high quality care and learning experiences for children. The manager continually reviews her provision and works in partnership with the local authority to identify areas for improvement. For instance, she has successfully enhanced the environment in the baby room to provide cosy areas and to make it easier for babies to choose resources.
- The staffing team is long standing and they are well qualified. Regular supervision meetings are effective in supporting staff to develop their professional knowledge and skills and to ensure their well-being. Staff report that leaders support them very well, and that their workloads are manageable.
- Leaders are developing the use of weekly sessions to further support staff to enhance their planning and ensure that the curriculum intentions are clear. However, this is not fully embedded, and some group activities do not extend children's learning as well as possible.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and staff have a secure understanding of how to keep children safe. All staff receive regular safeguarding training. Staff speak knowledgeably about the 'Prevent' duty and the signs that could indicate that a child is at risk of harm. Leaders and staff are clear about their roles in reporting child protection concerns and they understand the whistle-blowing policy. The manager implements strong recruitment and ongoing vetting procedures to ensure that staff are suitable to work with children. Staff supervise children well and leaders monitor the environment closely to identify any hazards and to maintain a safe learning environment.

What does the setting need to do to improve?

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

- continue to enhance planning to consistently extend children's learning to the highest levels.

Setting details

Unique reference number	107083
Local authority	Bristol City of
Inspection number	10234056
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	36
Number of children on roll	43
Name of registered person	Freeman, Carla
Registered person unique reference number	RP511808
Telephone number	0117 9853267
Date of previous inspection	16 February 2017

Information about this early years setting

The Green Door Day Nursery registered in 1993. It operates from the ground floor of a converted property in St Andrews, Bristol. The nursery is open each weekday from 8am to 5.45pm throughout the year, excluding bank holidays. The nursery receives funding to provide free early education to children aged three and four years. The manager holds a level 3 qualification in Childcare and Education and a level 7 qualification in Leadership and Management. She is supported by 14 members of staff. Of these, one holds early years professional status, two hold qualified teacher status, one holds an early years qualification at level 6, three hold early years qualifications at level 3 and two hold early years qualifications at level 2.

Information about this inspection

Inspector

Sarah Peacock

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken this into account in their evaluation of the setting.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children communicated with the inspector throughout the inspection.
- The inspector talked to staff at appropriate times throughout the inspection and took account of their views.
- The special educational needs coordinator 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 a joint observation of a group activity with the manager.
- The manager showed the inspector a sample of key documentation on request.
- The inspector spoke to parents and read parents' written testimonials, and took account of their views.

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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