

Inspection of Pirates and Princesses Day Nursery

26 High Street, Keynsham, Bristol BS31 1DZ

Inspection date: 24 January 2023

Overall effectiveness	Good
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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

Not applicable

What is it like to attend this early years setting?

The provision is good

Babies and children are happy at the nursery. They form strong and beneficial relationships with staff working with their age group. Babies seek out their key person for cuddles and reassurance and thrive on the attention and care they receive. Parents are very positive about the nursery. They value the family atmosphere and say that staff are always so welcoming.

The nursery curriculum is well planned and ensures that children make good progress. Children have positive attitudes to learning. They show good levels of interest in the activities available. Children's listening, attention and literacy skills are strong. Children select books independently and really enjoy story time with staff. Babies learn to turn the chunky pages of baby books. Toddlers relish song time and join in with words and actions. Older children show very good skills at group time and join in with repeated phrases. Staff link to children's recent experiences to help make the story more relevant, particularly for the slightly younger pre-school children. Staff provide sensitive support and explanations when children are struggling to understand expectations. Children learn to take turns, play cooperatively, and begin to manage their emotions. This includes children with special educational needs and/or disabilities (SEND).

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

- Each child's key person observes children as they play, tracking their achievements carefully. They know children well. They develop good partnerships with parents. They ensure there is a two-way flow of information, with daily chats, entries in the nursery's online system and during regular meetings with parents. Key persons follow children's interests and focus carefully on their individual learning needs, ensuring children make good progress.
- Children show good communication and language skills, including those who speak English as an additional language. Babies happily babble as they point to pictures in books. Toddlers name animals and colours readily and copy staff's modelled words to name dinosaurs. Older children confidently hold more complex conversations and concentrate well as they discuss different feelings at circle time.
- Children are curious and keen to explore. Toddlers investigate different sensory items. Children connect coloured, magnetic pieces, forming these into lines and shapes. They explore colour in the sensory room and place colourful shapes on the light boxes. However, staff in the pre-school room do not always plan activities and areas to encourage children to experiment in their own way. Some creative areas are not used, and staff do not adapt adult-led activities to fully encourage children to test out their ideas.
- Key persons act promptly if children are behind expected development. They

liaise with parents and the special educational needs coordinator (SENCO), putting in place additional support. The SENCO works diligently with outside professionals to ensure that children get the help they need.

- Children show good levels of independence. Babies are confident to explore alongside their key person, who gives reassurance. Children relish the opportunity to carry out small tasks. Toddlers help tidy up and proudly wash their hands to get ready for mealtimes. Older children use the drinks dispenser independently; they put their shoes and coats on to go outside and help staff to prepare the snack.
- The managers undertake regular observation of staff practice, hold supervision meetings and support staff to complete early years qualifications. They have outlined that some new staff need further support and have allocated them a mentor to help with this. However, this process is not fully embedded. Qualified and senior staff do not consistently offer help and direction to new staff in the pre-school age group. Consequently, some new staff do not have the confidence and knowledge of how to teach children across a range of different activities. As such, at times, children's learning is not extended as much as possible.
- The managers show dedication to the nursery and the families that attend. Their meetings with staff, as well as questionnaires from parents, help them gain ideas to develop the provision. They work conscientiously to address issues raised. For example, after a trial, they are introducing further resources to aid a smoother transition for parents and children at the end of the day.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff have a clear understanding of their responsibilities to ensure that children who attend the nursery are kept safe. The managers follow safe recruitment and induction processes for new staff. Staff carry out thorough risk assessments and ensure that the robust security procedures are implemented closely. They know what to do if they are worried about a child in their care or the conduct of other staff. The safeguarding leaders undertake higher level training. They regularly check staff's understanding of safeguarding practice. They also ensure that staff renew their knowledge through a range of training, including child protection and first aid.

What does the setting need to do to improve?

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

- enhance the opportunities for children to develop their creativity, supporting them to test out their ideas and extend their exploration as much as possible
- expand the support for new and unqualified staff, to help develop their teaching skills and children's learning to a consistently high level.

Setting details

Unique reference number	2618258
Local authority	Bath and North East Somerset Council
Inspection number	10264420
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	49
Number of children on roll	78
Name of registered person	Pirates and Princesses Day Nursery
Registered person unique reference number	2618257
Telephone number	07305 400309
Date of previous inspection	Not applicable

Information about this early years setting

Pirates and Princesses Day Nursery registered in 2020 and is located in Keynsham, Bath and North East Somerset. It operates from 7.30am to 6pm, Monday to Friday. There are 12 members of staff who work with the children. Of these, one holds an early years qualification at level 5, eight hold appropriate qualifications at level 3 and one at level 2. The nursery provides funded places for children aged two, 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 provider 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 deputy 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.
- The inspector had discussions with the nursery safeguarding leader and SENCo.
- Parents shared their views of the provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications.
- The manager discussed with the inspector 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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