

Inspection of Baker Street Nursery and Preschool

128-130 High Street, Hanham, Bristol BS15 3EJ

Inspection date:

6 February 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

Children arrive happy and excited for their day at nursery. Happy, caring staff greet them enthusiastically. Children confidently enter the nursery and discuss their day ahead with staff. Children form strong relationships with them and children feel safe and secure. Children confidently explore the nursery environment and make choices of what they wish to play with.

The manager and her team have begun to construct an ambitious curriculum that centres around the children's interests and their next steps for learning. Older children learn independence skills ready for school when they remove their socks and shoes and attempt to replace them as part of an activity. Staff close by support and praise them. At times, planned activities can be too lengthy and complex for children's level of development.

Staff meet babies' care needs. However, they do not always use their knowledge to effectively distract and engage them in learning when they become upset. Staff spend a lot of their time cuddling babies and carrying them around rather than engaging them in play, which means their learning needs are not consistently or effectively met.

Children engage in daily exercise to promote their physical development. Babies have daily access to the garden, and when indoors, they climb on soft-play blocks. Older children excitedly play 'What's the time Mr Wolf' with their friends and staff. Children run and shriek with excitement when the 'wolf' chases them. They eagerly say 'can we play again?', the staff respond enthusiastically and initiate the game again. Children enjoy physical activity and games with friends.

Staff sing to babies at various times throughout the day, they smile and enjoy the songs. However, staff do not always use language effectively to promote babies' and toddlers' communication skills.

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

- Since the last inspection, the manager and staff have made some improvements to the nursery. They are aware of their weaknesses and identify that the quality of education provided is not yet consistent throughout the nursery. Babies are at times not engaged and have limited activities to choose from. Older children take part in focused activities, although these are too lengthy for their developmental level and the learning intent is sometimes lost. Staff do not provide activities to fully engage children to promote and extend their learning and development.
- Staff begin to use language to reinforce and support children's communication

skills. Staff excitedly engage toddlers in group time, where they use signs and songs to identify the days of the week and the weather. Older children speak to staff with confidence and share their home experiences. They tell staff about their swimming lessons, and they use their arms to demonstrate this alongside explanation to show them the different strokes. Staff listen with intent and question them appropriately. However, staff do not consistently use appropriate language to speak to babies. When babies initiate conversation with sounds, staff do not always respond effectively to help them learn the pattern of conversation. While having lunch, staff sit with toddlers but they do not use this opportunity to promote conversation with children. Staff do not consistently embed the importance of language and communication with the youngest children.

- The manager is continuing to work hard to strengthen partnerships with parents. Regular surveys are sent to parents to get their ideas and opinions. These are then evaluated by the manager. Parents evenings have also been introduced. Many parents report on the kind and nurturing environment that is provided for their children and that they love attending. Parents also receive regular updates via an online communication system and state they are happy and supported well.
- Children with special educational needs and/or disabilities (SEND) are well supported. The knowledgeable special educational needs coordinator (SENDCo) works closely with parents, outside agencies and the staff team to ensure children get good care and learning opportunities. Staff provide activities to promote and extend learning. For example, staff use visual cards to support their understanding, alongside toys which are motivators for children to encourage their use of communication to ask for help from staff. Children have access to an inclusive learning environment.
- Children display good behaviour. Babies shriek with excitement as they explore the messy play together. Older children skip around the garden holding hands with their friends and are accepting when others join their play. Children are aware of others and begin to make relationships.

Safeguarding

The arrangements for safeguarding are effective.

The manager and her team understand their role and responsibility to help keep children safe. They have a good understanding of the indicators of when a child is at risk of harm. Staff have a good knowledge of how to report and record a concern. They are aware of how to escalate this to outside agencies should this be required. Staff are aware of how to report a concern regarding a colleague should they need to. The manager has a robust recruitment process to help ensure all staff are suitable to work with children. She also monitors staff's ongoing suitability regularly.

What does the setting need to do to improve?

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

- staff to use their knowledge of the children to tailor activities, particularly for babies and older children, to help settle and engage them in play and to provide meaningful learning experiences appropriate for their developmental level
- support staff further to develop babies' and toddlers' communication and language skills more consistently.

Setting details

Unique reference number	EY551871
Local authority	South Gloucestershire
Inspection number	10275940
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	69
Number of children on roll	145
Name of registered person	Roche Baker Limited
Registered person unique reference number	RP551870
Telephone number	01173259709
Date of previous inspection	17 October 2022

Information about this early years setting

Baker Street Nursery and Preschool registered in January 2018. It is situated in Hanham, Bristol. The nursery offers care from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and one week at Christmas. The setting employs 28 staff. Three members of staff hold early years teacher status, one is a qualified teacher, 14 hold early years qualifications between levels 2 and 5, and several more are on training programmes. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Sarah-Louise Clements

Inspection activities

- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- 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 a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The manager showed the inspector documentation to demonstrate the suitability of staff.

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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