

# Inspection of Little Pioneers Nursery and Pre-school Bristol Emersons Green

Fieldfare, Bristol, Emersons Green, South Gloucestershire BS16 7FN

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Inspection date: 8 February 2023

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## **Overall effectiveness**

## **Requires improvement**

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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

Not applicable

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

### **The provision requires improvement**

Children arrive happy and are greeted by the manager and staff. They separate from their parents quickly and show confidence in exploring the welcoming and interesting environment. Staff set out a range of activities for children to explore and be involved in. For example, babies use chopsticks to make prints and marks in dough. Older children enjoy trips out of the nursery to the local care home, where they meet the residents to engage in craft activities and play games. However, staff do not use their knowledge of children's development and learning needs to plan children's next steps in learning more precisely. Children who have delays in their language and communication skills wander around with little interaction, and some staff leave children with dummies in their mouths. This impacts their ability to develop their language further.

Overall, children behave well. Older children play together and let their peers join in as they play with the whiteboard. They listen to staff and follow instructions well. Staff remind the younger children of the rules. For instance, they must finish what they are eating before they leave the table. Leaders seek support from other professionals for children with special educational needs and/or disabilities (SEND). They create plans and have strategies in place to support children's communication and in managing their feelings and emotions. However, most staff do not use these strategies to give children the support they need.

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

- The manager and leadership team know what they want children to learn and what skills children need for the next stage of their learning. However, due to recent staff changes and weaknesses in staff's interactions with children and planning for their next steps, children are not supported to make the progress of which they are capable. At times, leaders need to intervene to remind staff to interact with children, as they wander around with no engagement. Some staff do not consider how to interact with children during meal and group times, to support their learning further.
- Children benefit from opportunities to develop their physical skills. Children enjoy using the outdoor areas to dig, use ride-on toys and to run and chase their friends. The younger children enjoy using the low-level climbing equipment indoors, and they jump up and down to be 'jumping beans' before mealtimes. Older children enjoy using the construction toys to work out how to make the parts connect to build their models.
- Children have a healthy and varied diet. Leaders and staff implement strategies to ensure that children's dietary needs are considered. Younger children learn to use cutlery to feed themselves at mealtimes. Older children develop independence at serving their own food and pouring themselves drinks. Children

learn to manage their own personal hygiene. They use the bathroom independently and wash their hands and faces after eating.

- Staff plan a range of activities based on themes and children's interests. Children have activities set around cultural events, and there are focus books that staff use with children at group times. However, staff do not consider children's individual learning needs to focus their support more accurately. Children's next steps in learning tend to be standard and not focused on what children need to learn. For instance, children who struggle to communicate their needs have targets to support their mathematical development.
- Partnerships with parents are effective and well established. Parents say that they are happy with the care their children receive. Leaders recognise the importance in gathering key information from parents to get to know their children before they start attending the nursery. Staff follow children's routines to make sure that children have appropriate sleep routines and that their care needs are met. However, staff do not use the information they have gathered about children to target their support and interactions.
- Leaders and staff recognise where children have delays in their development, including children with SEND. They work with parents and other professionals to create targeted plans, with the intention of closing gaps in children's learning. However, staff do not ensure that they follow children's targets or provide them with the appropriate levels of support and interaction. Staff do not use the strategies in place to help children to manage their emotions during busy times. As a result, children become upset and frustrated. In addition to this, due to frequent changes in staffing, new adults caring for children do not know their specific needs. Therefore, they are unable to offer them appropriate support.

## Safeguarding

The arrangements for safeguarding are effective.

The manager and leaders follow robust recruitment processes to ensure that staff are suitable to work with children. The manager and staff are committed to keeping children safe. Leaders ensure that staff carry out training and regularly review procedures to make sure that they can identify when a child may be at risk of harm. Staff are confident about the procedures to follow should they have any concerns about a child or an adult working on the premises. Staff have procedures in place to risk assess and keep children safe. They involve older children in carrying out risk assessments, which helps them learn to keep themselves safe.

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

**To meet the requirements of the early years foundation stage and Childcare Register the provider must:**

	<b>Due date</b>
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ensure that staff use the strategies in place to support children with SEND appropriately	24/02/2023
ensure that assessment is used effectively to identify next steps for each child and to tailor support to their individual learning needs.	24/02/2023

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

- improve support and coaching to raise the quality of interactions to a consistent level throughout the nursery, with particular regard to staff working with toddlers.

## Setting details

<b>Unique reference number</b>	2663298
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10276928
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory 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>	100
<b>Number of children on roll</b>	106
<b>Name of registered person</b>	The Midcounties Co-Operative Limited
<b>Registered person unique reference number</b>	RP900862
<b>Telephone number</b>	0800 9540669
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Little Pioneers Nursery and Pre-school Bristol Emersons Green registered in 2021. The nursery is located in South Gloucestershire. The nursery is open from 7am until 6.30pm, Monday to Friday, all year round. There are 21 members of staff employed to work with the children. Two hold qualifications at level 6, nine have qualifications at level 3, and five hold level 2 qualifications. The nursery is in receipt of funding for the provision of free early years education for children aged two, three and four years.

## Information about this inspection

### Inspectors

Victoria Nicolson  
Michelle Grayling

## Inspection activities

- This is the first routine inspection the nursery received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- 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 inspectors about their curriculum and what they want their children to learn.
- The inspectors talked to parents, staff and children at appropriate times during the inspection and took account of their views.
- One of the inspectors carried out joint observations of an activity with the manager.
- One of the inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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