

Inspection of Notting Hill Nursery

Badgworth Barns, Notting Hill Way, Weare, Axbridge, Somerset. BS26 2JU

Inspection date: 22 March 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 receive a warm and friendly welcome when they arrive at this nursery. Staff develop strong bonds with children. This helps the children to feel safe, relaxed and brave enough to explore. Staff take time to get to know children's likes, dislikes and routines. They work with parents to find out what their children can already do to help them plan what they need to learn next. They provide activities that they feel the children will learn from and enjoy. They share these activities with parents and encourage them to do them at home. This helps children to develop new skills and make progress.

Children enjoy spending time in the well-equipped outdoor area. Children learn to climb and walk on planks, ride bicycles and swing on the tyre swing. This develops their larger muscles and balancing skills. They play in the mud kitchen, experimenting with herbal tea bags and watching what happens when they add water. This develops their levels of curiosity and love of learning. Staff take children on walks in the woods where they look at the natural environment and learn to decide which activities are safe. This teaches children about the wider world around them and supports them to learn how to risk assess.

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

- The manager and her team have a clear idea of the skills that they want children to learn. They help children to keep trying when they find a skill difficult. For example, children persevere when struggling to open small packets. Staff encourage children to do it for themselves and provide support if necessary. When learning to use a tap in the mud kitchen, staff encourage them to ask a friend how it works. This helps children to learn how to solve problems for themselves and to become resilient learners.
- Staff regularly sing songs and read stories to children. They introduce new words as children play. For example, during an activity based around the 's' sound, staff encourage children to use words like 'sprinkle' and 'scoop'. Some staff have had training to further support children's speech and language skills. They use pictures and objects to encourage children to use new words. When children make mistakes in their speech, staff sensitively repeat back the phrase or word correctly. This helps children to develop good speech and language skills.
- Staff provide engaging activities that children want to get involved with. For example, babies play with different coloured flowers. Staff support them to match them to the corresponding paint colours. They develop their early mark-making skills by dipping the flowers in paint and pressing them onto paper. Other children become curious and come to join in. This motivates children to learn and fosters a good attitude to learning.

- Overall, children show good behaviour. During activities they wait patiently for their turn and share resources well. However, on occasion, activities last too long and staff do not recognise when children are becoming distracted. At times, this results in some children losing focus and disengaging from the activity.
- Staff understand the importance of children developing their levels of independence. They support younger children to get tissues to wipe their own noses. Staff put photograph labels on water bottles to help them find their own drinks. They encourage toddlers to get their wellies and coats on before going outside. Staff help the eldest children to be independent with self-care tasks, such as using the toilet and washing their hands. This gives children the independence skills that they will need when they move on to school.
- The manager is passionate about the care that she and her team provide. She checks in with staff regularly to gain feedback about how to improve the nursery and to identify any training needs. Staff feel valued and that their opinions matter. However, staff organisation is not always effective when children are getting ready to move from one activity to another. Children do not always receive the same level of engagement during this period. This sometimes results in unwanted behaviour.

Safeguarding

The arrangements for safeguarding are effective.

The manager ensures that all staff are suitable to work with children. She adheres to safer recruitment processes and provides a thorough induction for new staff. Staff have a good understanding of safeguarding issues, including the 'Prevent' duty guidance. They know the signs to look out for that may indicate abuse. They know what action to take if concerned about a child's welfare or the conduct of a colleague. Staff perform regular risk assessments of the setting, and in advance of any outings. The manager ensures that staff keep their paediatric first-aid knowledge up to date by arranging regular training.

What does the setting need to do to improve?

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

- consider the length of time that children are expected to sit and listen during adult-led activities to help children to remain engaged and focused
- review staff organisation during transition times to maximise children's learning time.

Setting details

Unique reference number	507987
Local authority	Somerset
Inspection number	10280363
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	52
Number of children on roll	59
Name of registered person	Poole, Emma Tamsin
Registered person unique reference number	RP908121
Telephone number	01934 733393
Date of previous inspection	17 August 2017

Information about this early years setting

Notting Hill Nursery opened in 2001. It is located in Weare, Somerset. The nursery is open between 8am and 6pm each weekday, all year round. There are 10 staff working with the children. The owner and one other member of staff hold a relevant childcare qualification at level 6, one member of staff has qualified teacher status, one member of staff has a level 5 qualification and five staff have appropriate qualifications at level 3. The nursery receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Kate Rogers

Inspection activities

- This was the first routine inspection the provider received 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 setting.
- The inspector and the manager conducted a learning walk to discuss how the nursery is organised, their curriculum and what they want children to learn.
- The inspector observed staff interactions with children and the impact these have on children's learning.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- A joint observation with the manager was carried out and discussions about the quality of the teaching observed were held.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Parents shared their views with the inspector, and these were considered to assess the effectiveness of partnerships with parents.
- The manager provided the inspector with a sample of key documentation on request.

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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