

# Inspection of Anne's House Childcare

22 Bedminster Road, Bristol BS3 5PD

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Inspection date: 18 April 2023

<b>Overall effectiveness</b>	<b>Inadequate</b>
The quality of education	<b>Inadequate</b>
Behaviour and attitudes	<b>Inadequate</b>
Personal development	<b>Inadequate</b>
Leadership and management	<b>Inadequate</b>
Overall effectiveness at previous inspection	Not applicable

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

### **The provision is inadequate**

Managers and staff have a weak knowledge of how to safeguard children and who to contact with concerns. This prevents them from protecting children effectively from the risk of abuse. Furthermore, while most children behave well and are happy, staff do not consider the risks around them. They leave storage doors open with stacked items and some children access these rooms freely. Staff do not give adequate consideration to the safety of children in their care, which puts children in danger.

Staff do not provide an effective curriculum to promote new learning. While they set up activities for children to enjoy, these are not designed to meet children's individual needs. For example, in the baby room, staff focus on the theme of St George's Day and add coloured strips of paper to a sensory tray. The babies do not understand what St George's Day is, and staff do not have a clear knowledge of how to take learning forward, or what they want babies to learn and do. Staff are caring and have some positive interactions with the babies, although these do not always support them to progress. Similarly, in the toddler room, staff leave a mostly empty tray with just a few corks for toddlers to explore. Their purpose is unclear, and toddlers simply sit on them, while instead selecting from a jumbled mix of toys spread across the floor. As a result, learning within the setting happens by chance rather than with purpose.

While children enjoy a range of healthy meals throughout each week, staff do not ensure they keep floor spaces adequately clean and hygienic following sensory play activities or mealtimes. Furthermore, while many children use mats to sleep or rest on, staff do not provide the same safe space for all children. They leave large pushchairs in the centre of the baby room while other babies sleep on mats or play immediately next to them. Staff do not consider the impact of these practices on children's safety and well-being.

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

- The safeguarding lead is new to her role. She does not yet have a secure knowledge of appropriate agencies to contact or ways to monitor potential concerns. This means when she holds meetings for staff to support their knowledge, these are ineffective. Many staff are also unsure of who to go to within the setting and do not consider the significance of reporting concerns and making sure someone follows up on these. This affects the safety and welfare of children.
- The new manager has begun to consider ways to build a curriculum, but is not yet clear on what she wants children to learn as they progress from room to room. As a result, staff do not challenge children effectively to extend their

learning, and the lack of focus means children leave toys across the floor. This creates a tripping hazard to both children and adults.

- Staff are not secure in their knowledge of children's developmental next steps. For example, they suggest babies are learning to be independent. They do not notice when some babies sit alone and do not provide interaction to develop babies' language or physical movement. In the toddler room, staff do not notice when children show signs of being ready to potty train by removing their clothes. They simply pull their clothes back on and encourage them to continue playing. This slows opportunities for new learning and personal development.
- Staff do not adequately consider the safety of babies when they sleep. They place some babies to sleep in warm, unventilated rooms, strapped into pushchairs with blankets over them and rain hoods up. Staff cannot easily see beyond the hood and blanket to monitor their well-being. Staff do not consider babies' physical need for movement or ways to check if babies are too warm and are overheating.
- Managers have not organised the premises in a way that meets the needs of all children or encourages independence. For example, pre-school children are unable to safely access the toilet without supervision, as staff leave stacked resources, which children could pull down, in the entrance to the bathroom. This does not support children to develop independence in preparing for school. Furthermore, when toddlers want to access the garden, staff walk them through the group of pre-school children that are sitting on the carpet listening to a story. This distracts the pre-school children, impacts on their concentration and disrupts their learning.
- Staff do not provide opportunities for all babies to sit and eat in comfort together. While most sit at a table, staff strap some into ground-level chair seats, where they must stretch across their legs to reach plates on the floor. This impacts their physical health and well-being as they try to eat.
- Older children sit on dirty floors to play and explore. They point out milk and pieces of bread that staff have left on the carpet following lunch or snack earlier in the day. Similarly, in the baby room, staff leave oats from sensory activities across the floor for long periods. Staff are not alert to what babies do with these and do not notice when some curious babies put these in their mouth. This is unhygienic.
- Parents know who their child's key person is and report that communication between them is positive.

## Safeguarding

The arrangements for safeguarding are not effective.

Procedures for monitoring children's ongoing safety are not robust. While the manager keeps records of existing injuries, she does not monitor these to check for possible patterns of concern about children. This means she is not alert to potential signs that a child is at risk of harm. Some staff are unsure of safeguarding procedures and not all are familiar with the setting's policies. In particular, some staff who regularly change nappies, or support in personal care, do not have

adequate knowledge to ensure they are alert to signs that may give cause for concern. Staff do not consider dangers within the setting. For example, they stack furniture or resources in places that children can easily access and leave bin bags in rooms waiting for someone to remove them.

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

**To meet the requirements of the early years foundation stage, the provider must:**

	<b>Due date</b>
improve procedures for safeguarding so that all staff understand how to identify and report concerns to protect the well-being of children	02/05/2023
improve sleeping arrangements for babies so that they can sleep or rest within safe sleeping guidelines	25/04/2023
consider how the premises is used so that it meets the needs of all children and reflects daily risk assessments to keep children safe	25/04/2023
ensure staff keep floor spaces clean and hygienic following mealtimes and sensory activities	25/04/2023
develop a curriculum that clearly identifies what children need to learn over time and ensures all children make progress as they move up through the setting	30/05/2023
develop staff knowledge and understanding of child development so that they can plan learning to meet individual children's needs.	30/05/2023

## Setting details

<b>Unique reference number</b>	2681563
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10286197
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 3
<b>Total number of places</b>	42
<b>Number of children on roll</b>	42
<b>Name of registered person</b>	Anne's House Childcare Ltd
<b>Registered person unique reference number</b>	2681562
<b>Telephone number</b>	07894800467
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Anne's House Childcare registered in 2022 and is situated in the Bedminster area of Bristol. The setting is open from 7.15am to 6pm Monday to Thursday and from 8am to 5pm Friday, all year round. It employs 18 staff. The manager and deputy manager hold a qualification at level 6. One member of staff holds a qualification at level 5. Two staff hold a relevant qualification at level 3 and a further six staff hold qualifications at level 2. There are seven unqualified staff. The setting takes funded three- and four-year-old children.

## Information about this inspection

### Inspector

Rosie Pritchard

## 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 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 and inspector completed a learning walk together of all areas of the nursery. They discussed the early years curriculum and the safety and suitability of the premises.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual, and manager, about the leadership and management of the setting.
- The inspector observed the quality of education being provided 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.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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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