

# Inspection of One the Nursery

1 Hawkesbury Road, BRISTOL BS16 2AP

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Inspection date: 1 June 2023

<b>Overall effectiveness</b>	<b>Good</b>
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The quality of education	<b>Good</b>
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Behaviour and attitudes	<b>Good</b>
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Personal development	<b>Good</b>
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Leadership and management	<b>Good</b>
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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**

Staff have good relationships with children. Older children seek staff out to read books with them. Younger children sit with staff for comfort when waking up from their sleep. Staff encourage children to be independent. For example, babies self-register in the morning with a photo of themselves, toddlers find their own coats and shoes, while older children confidently serve themselves lunch at the table. Children have an awareness of routines and boundaries. This helps them to feel safe and secure in their environment.

Staff take children on walks in the community. They visit the local park to explore the open space and equipment. Staff encourage children to listen and explore noises they hear in the environment, as well as understanding safety and how to keep themselves safe. Younger children are making links to what they see and hear. Staff prompt discussions about the walk and children can recall what they observed, which staff praise them for. Staff are helping children begin to understand about their local environment and their own safety during these trips.

Children behave well. They understand the expectations of behaviour, which are clearly explained and modelled to them by staff. Children learn to work together, share and take turns. Staff support children effectively to resolve conflicts when they arise and help them to understand the reasons why some behaviour is not appropriate towards others. Children are developing the essential skills needed for future learning.

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

- Staff have taken the time to get to know the children well to ensure that the curriculum meets their needs and interests. They prioritise children's well-being and a developing a sense of security. They view these as needs to be met to enable children to be ready to learn. Staff are clear on the learning intent for each activity they provide and how this links to the overall curriculum. Weekly planning takes account of each child's next steps, and staff are all aware of these.
- Children know the routines well. For instance, older children wash their hands when they come in from outside. However, good hygiene practice is not consistent. For example, staff do not consider their hygiene routines when preparing snack for babies. They allow babies to eat on the floor and do not wash their hands.
- Staff use a range of techniques to develop children's communication and language. They engage in thoughtful discussions and help children with their pronunciation of words. They narrate younger children's play and point to objects to help younger children, or children who speak English as an additional

language, to make connections to learn new words. However, there are times when staff consistently ask children closed questions. This means that children do not get the opportunity to extend their thinking further, as they use single words to answer.

- During circle time, older children engage in discussions about emotions. They are encouraged to show these through different expressions. For example, children show their happy and scared faces. Children show a secure understanding of what people look like when they display particular emotions.
- Staff support children's understanding of good health. For example, they provide an activity with toothbrushes for children to learn about oral health. Children have fun as they engage in pretend play with their friends, laughing as they practise brushing. Staff prompt discussions about why this is important and allow children to recall their own experiences of visiting the dentist. This is a positive experience for children to learn about different occupations and how to take care of themselves.
- Children with special educational needs and/or disabilities receive good support. Staff communicate with parents and outside agencies to help them understand and cater for children's needs. Staff are attentive and support children's independent play and exploration. This helps children to develop new interests and build relationships with others.
- The management team has put in place clear and robust supervision and appraisal methods for staff. This ensures that they monitor professional practice and help staff to develop the work they do. This enhances the outcomes for children and also helps staff to achieve agreed goals.
- Partnerships with parents are a particular strength of the setting. Parents are well informed about their children's care and learning via the setting's online app and through their discussions with staff. They speak highly of staff and say that their children thoroughly enjoy attending.

## **Safeguarding**

The arrangements for safeguarding are effective.

The manager ensures that staff complete training to support their existing knowledge, such as safeguarding processes. Staff know the correct procedures in reporting concerns about a member of staff and understand their responsibility in keeping children safe from harm. The manager and staff have a secure knowledge of the signs and symptoms that may indicate that children are at risk of harm or abuse. They know what to do in the event that they have any concerns.

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

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

- improve staff's use of open-ended questions so they can further develop

children's language and critical thinking

- provide younger children with clear and consistent hygiene procedures during mealtimes.

## Setting details

<b>Unique reference number</b>	EY315335
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10295021
<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>	0 to 3
<b>Total number of places</b>	45
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	100 Acre Wood Limited
<b>Registered person unique reference number</b>	RP552003
<b>Telephone number</b>	0117 965 7269
<b>Date of previous inspection</b>	13 October 2021

## Information about this early years setting

One the Nursery registered in 2005 and operates in Fishponds, Bristol. The nursery opens Monday to Friday, from 7.30am to 6pm, all year round. It provides funded early education for children aged two, three and four years. There are 17 members of staff. Of these, one holds a level 6 qualification, eight hold a qualification at level 3 and three are qualified at level 2.

## Information about this inspection

### Inspector

Marie Swindells

## 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 manager and has taken that into account in their evaluation of the provider.
- The manager and inspector completed a learning walk and discussed their curriculum and what they want their children to learn.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector carried out a joint observation 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 setting.
- A leadership and management meeting was held with the manager.

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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