

Inspection of The Southville Centre Nursery

Southville Centre, Bealey Road, Southville, Bristol BS3 1QG

Inspection date: 6 June 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 | Good |

What is it like to attend this early years setting?

The provision requires improvement

The quality of children's experiences varies across the nursery. Staff working with younger children are calm and nurturing and provide opportunities that motivate children to learn. For example, children actively use signing for the days of the week during group activities. However, staff working with children who attend term time only do not deploy themselves well enough to meet children's individual care and learning needs. Children do not always benefit from interactions with staff that support their learning due to the lack of organisation and structure in this area. Transitions from one activity to another are not managed well and noise levels are high.

Behaviour is generally good and managed well by staff. However, at times, staff working with children who attend term time only do not supervise them well enough. As a result, they do not always notice minor disagreements between children who sometimes struggle to manage conflict for themselves. Staff generally support children's language development well. For example, they introduce new words and repeat children's speech to help them learn to pronounce words correctly. However, staff working with children who attend term time only do not deliver the curriculum effectively. As a result, children's learning in this area of the nursery is mostly incidental. This means some children may not make the progress of which they are capable.

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

- The term-time-only area of the nursery has experienced many staffing changes during recent months. Staff do not currently work together as a team or deploy themselves well enough to meet children's individual needs. The manager is aware that changes need to be made to improve the learning for children who attend term time only. However, the implementation of these changes is in the early stages. This means that some children do not receive good-quality care and education.
- The manager has a clear understanding of what she wants children to learn. However, staff do not deliver this consistently across the nursery. All children have a variety of opportunities to develop their physical skills. For example, they balance on blocks, ride bicycles and negotiate space as they run around in the garden. Despite this, children who attend term time only do not benefit from good-quality teaching across the curriculum to help them to build on what they already know and can do.
- Leaders and managers work closely with the local community to support families. For example, they help parents with their children's school applications and signpost them to other services when needed, such as food banks. However, some parents of children who attend term time only say that their

children have been less settled at the nursery in recent months.

- Children learn to complete small tasks for themselves to build their independence. For example, pre-school children prepare their own fruit to eat at snack time. Children who attend term time only do not have the same opportunities to develop their independence due to the lack of organisation in this area. For example, some children do not put away their own drinks and lunch boxes, because the routines are not clearly established.
- All children enjoy plenty of fresh air and exercise to help keep them fit and healthy. They learn to take small risks in their play to build their confidence. For example, they climb low-level branches on trees in the outdoor area.
- Staff provide opportunities for children to develop their fine motor skills to help them to build their muscles in preparation for early writing. For example, younger children explore sand with tools, and make marks with paintbrushes and water. Children enjoy sensory play with mud in the garden, which promotes their creativity and imagination.
- Children learn to count and recognise numbers from an early age. For example, staff working with younger children encourage them to count the number of children and staff present. Staff working with older children in the all-year-round provision encourage them to recognise shapes in the environment.
- Children enjoy listening to stories and songs to develop their literacy skills. Younger children beam with delight as they join in with the words and actions at song time. Older children turn the pages in books one by one and retell stories as they look at the pictures.

Safeguarding

The arrangements for safeguarding are effective.

All staff are aware of the signs and symptoms that might indicate that a child is at risk of abuse. They know who to contact if they have a concern about a child. The manager, who is also the designated lead, works effectively with external agencies to help keep children safe. A robust system is in place for managing accidents. Safer recruitment processes are in place to ensure that all staff are suitable to work with children. Staff work closely with parents of children with allergies and health conditions to help ensure that their needs are met.

What does the setting need to do to improve?

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

| | |
|--|-----------------|
| | Due date |
|--|-----------------|

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| improve the staffing arrangements and organisation of the provision for children who attend term time only to ensure that their individual care and learning needs are met at all times | 07/07/2023 |
| ensure that the curriculum is implemented effectively across the nursery to ensure that all children make the progress of which they are capable. | 07/07/2023 |

Setting details

| | |
|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | 106951 |
| Local authority | Bristol City of |
| Inspection number | 10291774 |
| 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 | 1 to 4 |
| Total number of places | 109 |
| Number of children on roll | 144 |
| Name of registered person | BS3 Community Development |
| Registered person unique reference number | RP902603 |
| Telephone number | 0117 9231 039 |
| Date of previous inspection | 7 September 2022 |

Information about this early years setting

The Southville Centre Nursery registered in 1992 and is located in Bristol. Opening times are Monday to Friday, from 8am to 6pm, all year round. The nursery also offers a separate term time only provision for children aged three four, which is open between 8am to 5pm Monday to Thursday, and 8am to 3pm on Fridays. The nursery is in receipt of funded education for two-, three- and four-year-olds. There are currently 42 members of staff who work directly with children. Of these, 13 hold a qualification at level 6 or above, including four who have qualified teacher status. There are 15 staff who are qualified to level 3, one holds a level 2 qualification and 13 are unqualified.

Information about this inspection

Inspector
Lisa Large

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector observed the quality of education being provided and assessed the impact that this was having on children's learning.
- The inspector observed the interactions between staff and children.
- The inspector talked to staff and parents at appropriate times throughout the inspection and took account of their views.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2023