

# Inspection of Great Expectations Day Nursery Ltd

Great Expectations Nursery, 26 Baugh Gardens, Bristol BS16 6PP

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Inspection date: 15 June 2023

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

All children flourish and thrive in this outstanding setting. From the moment children arrive, they are immersed in rich experiences that motivate and inspire them to learn. Children initiate their own learning. For example, older children test their design skills as they use their superb problem-solving abilities to design and create a large aeroplane using recycled materials. Staff are extremely knowledgeable and intuitively support children to make progress. They facilitate learning by introducing a spirit level for the wings of the plane and expose children to new language, such as 'streamline'.

Children make exceptional progress due to nurturing staff who have consistently high expectations for them. Staff plan a clear, sequenced curriculum that follows children's interests and ensures that all children move on to the next steps in learning. They use stories to enhance their learning. As a result, children develop a love and deeper understanding of stories and books. For example, the younger children recall the story of 'The Little Red Hen'. They retell the story using sign language they have learned alongside speech. They continue their learning through painting with natural materials from the garden, such as lavender. The children chat as they create their artwork, saying: 'This is the wings' and 'I made the hen a rainbow house'. Children show high levels of pride in their work and respond very positively to praise from staff.

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

- Management and staff have thought carefully about the highly ambitious curriculum they offer. It reflects all children's individual needs and interests. Staff adapt their teaching incredibly well and know how to strengthen the curriculum. They carefully plan children's next steps in development and use routines as opportunities for children to succeed. They also provide some unique enhancements to the curriculum, such as forest school, art class and 'cooking apprenticeship'. Consequently, the children thrive and make rapid progress in their learning and development. This prepares children outstandingly well for their next stage of learning and school.
- Children learn to listen to each other and respect each other's point of view. Experienced staff nurture children's self-esteem. They help children to build resilience through many positive experiences. Children demonstrate high levels of resilience and perseverance in their play and learning. They show they are proud when they achieve their intended purpose.
- Staff are wonderful role models. They teach children about different emotions and feelings. For example, when children become upset, staff talk to them about how they are feeling. They give children comfort and reassurance. They teach children about the impact that their behaviours have on others, such as

empowering children to learn how to say 'no thank you' and to tell an adult. As a result, behaviour across the setting is impeccable.

- Children show tremendous levels of independence. The managers and staff foster children's independence through everyday activities, such as preparing snacks for all children and taking care of the allotment by watering the plants. They also hone their independence skills as they learn to serve their own food at lunchtime and pour their own drinks. Children clear away when they have finished eating and wash up their plates and cups. Children develop essential skills that prepare them very well for their next stage in learning.
- The management team is passionate and highly knowledgeable. They consistently evaluate their practice and provision to ensure the best possible outcomes for the children. Staff receive regular supervision and attend training to enhance their practice. All staff are confident in their abilities and eager to share what they do with others. The high staff morale and the excellent teamwork demonstrated by them positively impacts on children. This is evident through the children's great enthusiasm for their learning.
- Partnerships with parents are excellent and impact positively on the learning and development of children. Leaders and staff are committed to supporting the whole family, which includes sharing information about online safety for older siblings. Staff keep parents fully informed about their children's progress through detailed handovers and the online platform. Parents express their utmost satisfaction with the nursery, describing the nursery as 'incredible' and 'outstanding'.
- Children with special educational needs and/or disabilities (SEND) make exceptional progress. The special educational needs coordinator and manager are committed to supporting all children to achieve the best outcomes. All staff go above and beyond to ensure they understand and can accommodate the needs of children with SEND. They implement effective strategies to close any gaps in children's learning and development.

## **Safeguarding**

The arrangements for safeguarding are effective.

The managers and staff demonstrate an excellent understanding of how to safeguard children in their care. Staff have a clear understanding of the indicators of abuse as well as secure knowledge of a range of safeguarding issues, including county lines, domestic violence, and extremism. Staff are clear about the policies and procedures regarding safeguarding referrals, including what to do if they had a concern about a colleague and the whistle-blowing policy. The management team has thorough ongoing procedures in place to ensure staff are continually suitable to work with children.

## Setting details

<b>Unique reference number</b>	EY490774
<b>Local authority</b>	South Gloucestershire
<b>Inspection number</b>	10291751
<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>	2 to 5
<b>Total number of places</b>	51
<b>Number of children on roll</b>	76
<b>Name of registered person</b>	Great Expectations Day Nursery Limited
<b>Registered person unique reference number</b>	RP534696
<b>Telephone number</b>	0117 9561632
<b>Date of previous inspection</b>	15 December 2017

## Information about this early years setting

Great Expectations Day Nursery Ltd registered in 1999 in the Downend area of South Gloucestershire. It re-registered in 2015 due to a change of ownership. The nursery is open each weekday from 7.30am to 6pm all year round, except for one week at Christmas and public holidays. A team of 15 staff is employed. The manager holds an early years degree and most of the staff hold appropriate childcare qualifications at level 3 and above.

## Information about this inspection

### Inspector

Vicky Burns

## Inspection activities

- This was the first routine inspection the setting had 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.
- A learning walk was carried out with the manager to understand how they deliver the curriculum.
- The inspector talked to the setting's special educational needs coordinator about how they support children with special educational needs and/or disabilities.
- The opinions and views of parents were considered during the inspection.
- A sample of documentation was reviewed during the inspection, including suitability checks and first-aid certificates.
- The inspector observed the quality of teaching through observations while evaluating the impact it has on children's learning.
- The inspector carried out a joint observation with the manager.
- The inspector talked to the staff and children, taking their views into account.
- Leadership and management discussion was held with the management team.

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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