

# Inspection of Raised in Bristol

Unit 14, Greenway Centre, Doncaster Road, Bristol BS10 5PY

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Inspection date: 22 June 2023

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

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

### The provision is good

Children are safe and secure at this setting. They come in happily with their parents and their key person greets them. Older children immediately share their ideas for what they would like to explore and talk about, and settle quickly. Children are safe in the nursery. Lockable gates throughout the nursery prevent children accessing any unattended areas.

Staff have high expectations and know children well. For example, two-year-olds enjoy pouring their own milk at snack time. Staff extend their experience by providing water and sand play with different types of containers for children to experiment and trial pouring with. Children extend this play into the garden. Staff provide water, herbs and different bottles in the mud kitchen and use mathematical language when supporting children's play. They provide activities that engage and motivate children to learn.

Children behave well and where small disagreements occur, staff quickly intervene and help them to find solutions. For example, when children struggle to share construction bricks, staff suggest, 'Shall we get the sand timer?' This helps children continue to play cooperatively.

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

- Staff across the nursery nurture a love of reading and singing. They read stories with enthusiasm and confidently sing songs. Staff share books that children choose and encourage all children to join in with singing wherever they are to support their early literacy skills.
- The carefully constructed curriculum builds on children's skills and knowledge. This enables every child to make progress. Staff map children's mathematical skills and understanding across the age groups. For example, the youngest children count from zero to five in everyday activities, such as climbing steps, choosing snacks and playing with blocks. Staff introduce the mathematical language of shape and size to toddlers in their construction and play. Pre-school children become familiar with numerals, count to ten and learn mathematical words for 3D shapes.
- Staff use children's interests and passions when planning activities and responding to their play. For example, some older children are extremely interested in planets. Staff provide books with interesting information that children discuss as they draw a series of planets with different features. This ensures that children engage and are curious to find out more.
- The manager has a clear vision for the development of this setting. She intends that children have real-life experiences and that the setting acts as a home-from-home environment. For example, children go on visits to local parks, the

woods, the local library and local shops. Children choose food for snacks and bangles from the local charity shop to play with in the nursery.

- Overall, staff use sign language and gestures to help babies understand and make choices to support their communication and to help them feel settled. However, not all staff use this consistently, meaning some babies become upset, at times.
- Outdoor play supports children's physical development well. Children play with different types of climbing equipment. Staff encourage them to take appropriate risks such as jumping, balancing and climbing.
- Parents are supportive of the setting and report that communication from the nursery is good. They receive regular updates through an online portal and report that all staff know their children well. Staff regularly meet with parents to share information. Children with special educational needs and/or disabilities (SEND) have their needs met well. Staff liaise closely with parents, seek advice from multi-agency partners and put individual plans in place to close any gaps in children's development.

## Safeguarding

The arrangements for safeguarding are effective.

All staff members have an excellent knowledge of safeguarding and how to keep children safe. They are aware of the signs and symptoms that may indicate a child is at risk of harm. Staff understand the procedures to follow if they have to report concerns of a safeguarding nature. The designated safeguarding lead is knowledgeable and intervenes swiftly, following up any concerns to ensure children's safety. The environment is risk free, with daily checks of the outside and inside areas to ensure that children are not exposed to hazards.

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

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

- support babies' understanding and communication skills more effectively and consistently to help them feel more settled.

## Setting details

<b>Unique reference number</b>	2637766
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10291760
<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 4
<b>Total number of places</b>	62
<b>Number of children on roll</b>	49
<b>Name of registered person</b>	Raised In CIC
<b>Registered person unique reference number</b>	RP554168
<b>Telephone number</b>	07927948996
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Raised in Bristol registered in June 2021. The nursery provision offers full-time childcare from 8am until 6pm, Monday to Friday, for 50 weeks of the year. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. There are thirteen staff. Three staff hold qualifications at level 6, one at level 5, four at level 3 and one at level 2. There are also four unqualified staff.

## Information about this inspection

### Inspector

Ruth Glover

## 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 provider.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- The inspector talked to staff at appropriate times throughout the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of snack time with the manager.
- The inspector spoke to parents and carers about their experiences of 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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