

Inspection of Baker Street Nursery and Preschool

128-130 High Street, Hanham, Bristol BS15 3EJ

Inspection date: 6 September 2023

Overall effectiveness

Inadequate

The quality of education

Inadequate

Behaviour and attitudes

Inadequate

Personal development

Inadequate

Leadership and management

Inadequate

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision is inadequate

Leaders do not have a good enough understanding of staff practice within the nursery. They fail to provide staff with adequate training, support and guidance to fulfil their role with confidence. As a result, children's health and safety is not always prioritised. Children do not always receive high-quality interactions and experiences, based on what they know and can do, to support their learning. Leaders have not ensured that staff understand the intended learning of the curriculum. For example, staff do not know how to extend pre-school children's learning when they play in the sand effectively. Staff do not provide children with opportunities to explore the paint with their own designs, even when they ask. A child continues to attempt to follow their interest with a discarded, dry paintbrush. The lack of a suitable curriculum, tailored to meet children's needs, in addition to weak staff practice, limits opportunities for children to reach their full potential.

Staff do not help children to keep themselves and others safe. For example, staff do not intervene to help a child identify safe spaces to ride the tricycle or to manage their movements. Consequently, this results in them knocking other children over. Staff simply remove the tricycle and provide no explanation to help the child understand how to use it correctly. Without this support from staff, the child loses interest in their learning and their behaviour deteriorates. Staff do not always support children to begin to understand how to keep themselves healthy. For example, when toddlers use the potties independently, they do not always remember to use the hand sanitiser, and staff do not remind them to do so. Staff do not always provide children with drinks or promote children's understanding of safety in the sun. Staff do not plan ahead by working in partnership with parents to meet babies' care needs on arrival. For example, they do not ensure that there is sufficient and suitable water available so that, when young babies are thirsty and in need of a drink, one is available for them.

Children enter the setting happily. Babies form close bonds with familiar staff and enjoy regular cuddles to reassure them.

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

- Leaders fail to ensure that staff constantly risk assess play spaces to ensure they remain safe. They also do not ensure that they support children to recognise potential hazards. For example, staff do not notice when a child repeatedly stands on a flimsy plastic box until the inspector points out the potential risk of injury. Staff then remind the child to 'put feet on ground' but provide no explanations of the possible consequences, to help them to begin to assess risk for themselves or clear boundaries of expected behaviour. Staff in the toddler room fail to evaluate the room and the range of activities on offer. This leads to

a chaotic environment, where staff do not identify potential risks. The cluttered floor has discarded toys, causing a tripping hazard, and children are not guided to help put these away. Staff do not consider the impact of messy play activities. They do not identify or address the risk to children when the floor becomes slippery, despite a child falling and hurting themselves.

- Staff do not ensure that children have privacy or are always sufficiently supervised when using the potties. For example, in the toddler room, potties are at the far end of the play space and in full view of other children and parents when they collect their children. Children use the potties on their own and wipe themselves in view of other children. However, staff do not see that children have not washed their hands before they return to play. In addition, staff do not empty these potties promptly, which causes an odour in the room.
- Leaders have not ensured that all children have been allocated a key person to help them settle and ensure the curriculum meets their learning needs. In some cases, the nursery's transition arrangements are not implemented effectively. Staff's knowledge of some of their key children is poor. This is because they have not spoken to parents about their child or accessed information held about each child's existing knowledge and skills. As a result, some staff are not providing children with the help and support they need.
- Leaders and managers have failed to sufficiently tackle identified weaknesses from the previous inspection. They have not improved the quality of the curriculum so that children engage in meaningful activities based on what they already know and can do. Leaders and managers have not ensured that all staff are confident in their role, understand the curriculum and know how to deliver this to children. This is particularly evident in the toddler room, where staff do not know how to interact with children to support their learning when the room leader is not present. During these times, children are not sufficiently challenged, become disinterested in their learning and wander around the room with little to motivate them.
- Staff work closely with parents of children with special educational needs and/or disabilities (SEND). They identify gaps in learning and build appropriate action plans to provide support with other professionals. Staff support children with SEND to develop their communication and language skills, such as using 'now and next' and 'choosing' boards.

Safeguarding

The arrangements for safeguarding are not effective.

Staff do not always carry out robust risk assessments and ensure that play spaces are safe at all times. They do not help children well enough to identify potential hazards or model practices that will help children to keep safe during very hot weather, such as providing drinks and sun hats. Staff attend regular child protection training, and managers test their understanding regularly. All staff have good knowledge of the signs that a child may be at risk of harm and the procedure to follow should a concern arise. The designated safeguarding lead (DSL) works closely with other agencies to share information.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure that children are not exposed to risks posed by activities and playing in the sun	22/09/2023
ensure that all staff implement good hygiene procedures when toilet training children and teach children about washing their hands after using the potty	22/09/2023
ensure that all children are assigned a key person who builds a relationship with children and their parents and carers, helps children to feel settled and secure and tailors support for their individual needs	22/09/2023
provide suitable facilities for those children learning to toilet train to ensure their privacy	22/09/2023
improve the curriculum to build on what children know and can to do, to better engage them in meaningful learning	27/10/2023
provide all staff with effective training, support and guidance, ensuring they fulfil their role to keep children safe and healthy and to raise the quality of interactions to help children make better progress in their learning.	27/10/2023

Setting details

Unique reference number	EY551871
Local authority	South Gloucestershire
Inspection number	10307384
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	70
Number of children on roll	135
Name of registered person	Roche Baker Limited
Registered person unique reference number	RP551870
Telephone number	01173259709
Date of previous inspection	6 February 2023

Information about this early years setting

Baker Street Nursery and Preschool registered in January 2018. It is situated in Hanham, Bristol. The nursery offers care from 7.30am to 6pm, Monday to Friday, all year round, except for bank holidays and one week at Christmas. The setting employs 19 staff. Three members of staff hold qualified teacher status, six hold early years qualifications at level 3 and four hold early years qualifications at level 2. The nursery receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspectors

Rachael Williams
Victoria Nicolson

Inspection activities

- The inspectors discussed any continued impact of the pandemic with the provider and have 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 took an inspector on a learning walk to discuss the early years curriculum and what they want their children to learn.
- The manager joined the inspectors on two separate joint observations, including one with the youngest children and another with the pre-school children.
- An inspector spoke with parents during the inspection and considered their views.
- Both inspectors observed staff interactions with children and spoke to children and their key people during the inspection.
- The inspectors conducted professional discussions with leaders and managers, staff, the DSL and the special educational needs coordinator during the inspection.
- A sample of documentation was discussed and observed.

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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