

# Inspection of Lydstep Nursery

7a Lydstep Terrace, Bristol BS3 1DR

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Inspection date: 1 December 2023

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<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 arrive at this busy nursery happy and ready to learn. Staff greet children warmly in each age room and help them settle into activities and play. Children benefit from the strong bonds they are building with staff who know them well. Staff use children's interests to engage them in play and activities that helps children continue learning effectively.

Babies use their senses as they explore different textures. They touch sand as they fill and empty containers, listen to sounds as they play with the percussion instruments and see different colours as staff help them explore what happens as they push at the paint in see-through plastic wallets on the floor.

Toddlers have fun joining in familiar rhymes and songs. Staff use props to help them recall which song they will sing next. Older children also recall previous learning as they get ready to go out to the nearby park. They remember that they need to stay where staff can see and hear them. They know to hold hands and wait to check the roads before crossing. They tell staff that they must not speak to people they do not know. Staff are helping children to keep themselves safe and are preparing them for moving on into school, and the wider world.

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

- Leaders employ confident, capable room leaders for the different age groups of children at the nursery. The room leaders plan and support the implementation of curriculums within their rooms that meet children's needs well. Room leaders help other staff to tailor practice to meet the changing interests of the children to build on what children already know and can do. However, systems are yet to fully join up across the nursery. For example, not all staff have done training to use signs as well as words to support communication consistently. Other systems such as picture boards and cues to help children understand changes in the routine do not happen in each room as there are resources missing.
- Babies and toddlers learn new words as they join in with group times to identify and recall different objects hidden in a box. Staff capture children's interests as they tap the box and repeat a short rhyme. Children watch eagerly to see what will come out of the box. Some can identify the different objects and receive warm praise from staff. Staff make sure they repeat the name of the object and encourage children to copy it too. Sometimes they sing a rhyme connected to the object and children sing along or copy actions. Children are building their vocabulary and communication skills well.
- Staff working with the preschool children have identified core books to spark interest and discussions to support children's literacy even further. For example, children recall what they remember from the story 'A squash and a squeeze'.

They design their own story boards to copy the sequence of events in the book. Staff read the story to children enthusiastically, stopping to ask questions to see if children can remember what happens next. They provide new words as children note that the cockerel in the story has different feet from them, explaining that the cockerel has claws.

- Staff make use of the two outdoor spaces at the nursery. Babies have an outdoor terrace that has low level climbing equipment for them to practice their physical skills. Toddlers and pre-school children have an enclosed outdoor area in the middle of the building that they use. However, as these areas are small only a few children can use them at a time. Staff make sure all children get the chance to play outdoors. However, they do not plan for children's learning as well out here.
- Children learn about the wider world. Staff take them on outings regularly. Babies love visiting the nearby farm park where they can see different animals. Toddlers and preschool children frequently visit the local park where they can use the larger play equipment. Staff are finding other places to visit such as the library and nearby old peoples home to help children learn more about the community where they live.
- Children behave well. Staff support children to share well. They talk with older children about taking turns with toys. They provide sound signals for children when it is time to put the toys away. Children are starting to understand how to cooperate with others and to care for their play spaces.
- Partnership with parents is good. Parents comment that staff provide them with plenty information about what their children are doing and learning. When staff identify gaps in development they talk with parents and other professionals to seek support to help children make good progress. All children including those with special educational needs and/or disabilities learn and develop well.

## **Safeguarding**

The arrangements for safeguarding are effective.

Staff know and understand how to record and refer concerns about the safety and wellbeing of children. Leaders make sure staff keep their knowledge up to date through appropriate training courses and internal quizzes. In addition, staff are clear about what to do if they have concerns about adults and how to follow the whistle blowing policy. Leaders make sure visitors to the setting know what to do. The online signing in system has clear guidance on not using mobile phones, fire safety and evacuation procedures.

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

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

- make sure that staff plan effectively for children so they continue to build on

what they know and can do when playing and learning outdoors

- improve oversight of practitioners' knowledge to build consistency of practice to further enhance children's learning and development.

## Setting details

<b>Unique reference number</b>	2711739
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10320863
<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 4
<b>Total number of places</b>	130
<b>Number of children on roll</b>	150
<b>Name of registered person</b>	Nursery Village Ltd
<b>Registered person unique reference number</b>	2507776
<b>Telephone number</b>	0117 4623653
<b>Date of previous inspection</b>	Not applicable

## Information about this early years setting

Lydstep Nursery registered in November 2022. They are based in Bristol. The nursery operates from 8am to 6pm Monday to Friday all year round. There are 39 staff working at the nursery. Of these one holds early years teacher status, 15 hold appropriate childcare qualifications at level 3 and three hold appropriate childcare qualifications at level 2. The nursery receives funding to provide early education to children aged two-, three-, and four-years-old.

## Information about this inspection

### Inspectors

Anita McKelvey  
Chelsea Woollard

## 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 deputy manager, manager and the lead inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children spoke to the inspectors during the inspection.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The second inspector carried out a joint observation of a communication and language activity with the deputy manager.
- Parents shared their views of the setting with the inspectors.
- The inspectors looked at relevant documentation and reviewed evidence of the suitability of staff working in 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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