

Inspection of Snapdragons Nursery Keynsham

Ellsbridge House, Bath Road, Keynsham, BRISTOL BS31 1TL

Inspection date: 22 November 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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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 good

Children are happy and well cared for at this welcoming nursery. They form secure attachments with the staff, who know them well. Leaders create an ambitious curriculum to support children to gain the skills they need for future learning. Children display positive attitudes to learning. They are confident to explore the spacious learning environment, which staff thoughtfully set up to meet their development needs. Babies receive cuddles from the caring staff. This helps them to feel safe and secure. Young children display an interest in books and build familiarity with characters as they lift the flaps to reveal the pictures underneath. Staff point to the characters and introduce single words to support children's early communication skills.

Children have plenty of opportunities to play outdoors. They learn to negotiate space and balance their bodies as they climb on apparatus. Staff help children to learn how to keep themselves safe. They gently remind children to sit down on their bottom when using the slide. During a woodwork activity, staff remind older children to wait behind the rope for their turn. They explain that 'Betty the bow saw' has sharp teeth and could hurt them. Staff model how to use the saw effectively, and children carefully follow their instructions. Children beam with pride as they show their friends that they have made a wooden medal.

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

- Leaders and managers work together to design a curriculum that prepares children for the next stage of their learning. However, they do not ensure that all staff, particularly those who are new to their role, have a secure enough understanding of this. Not all staff are clear about what they want children to learn and why they need to learn it. Consequently, staff do not consistently target children's learning as well as they could to enable them to make the best possible progress.
- Staff understand the importance of consistent daily routines to promote children's feelings of security and their expectations of what happens now and what comes next. However, at times, staff disrupt children's play because they do not always organise routines well enough. For example, children spend prolonged periods waiting for the group to get ready to play outside.
- Staff help children to develop good communication and language skills. Children of all ages enjoy singing nursery rhymes together and confidently join in with action songs. They sit together and play familiar games, such as 'What's in the Bag?' Children take turns to reach inside and use descriptive language to explain to their friends what they are looking for. For example, children confidently tell the group, 'I am looking for something hard'.
- Children with special educational needs and/or disabilities (SEND) and/or in

receipt of additional funding make very good progress. Staff ensure children with SEND receive targeted support to develop their communication and language skills in a variety of ways. For example, they use visual aids and simple signing. The special educational needs coordinator (SENCo) works extremely well with external agencies and parents.

- Staff and leaders place a strong focus on supporting children's emotional well-being. They help children to learn self-regulation and social skills. For example, in their newly adapted mindfulness room, children learn to listen to others and take turns as they sit in a circle and engage in a group activity. Staff include and engage all children and provide individual praise for their efforts.
- Staff value children as unique individuals and encourage them to share their cultures and traditions. They involve children in a broad range of celebrations and festivals special to them, such as Thanksgiving and Diwali. This supports children's understanding of diversity and the wider world.
- Staff promote positive partnerships with parents and carers. Information about children's learning is continuously shared with them through daily discussions, newsletters and digital observations. Parents' feedback is extremely positive. They highlight staff's dedication and professionalism and value the range of experiences on offer, such as forest school sessions.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of their safeguarding roles and responsibilities and know the signs that may indicate a child is at risk of harm. They are aware of how to handle concerns and know the procedures to follow to report these to the designated safeguarding lead. Staff demonstrate an understanding of whistle-blowing procedures in the event of a concern about a colleague's practice. Leaders implement effective recruitment procedures. They complete risk assessments of all areas of the premises to promote children's safety at all times.

What does the setting need to do to improve?

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

- enhance staff's understanding of what they want children to learn and why, and further support their teaching skills to enable them to consistently deliver high-quality, targeted learning experiences
- strengthen the organisation of key routines to minimise disruptions to children's play and enhance children's engagement and focus in learning.

Setting details

Unique reference number	EY445914
Local authority	Bath and North East Somerset Council
Inspection number	10305345
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	0 to 4
Total number of places	170
Number of children on roll	154
Name of registered person	Snapdragons Nurseries Limited
Registered person unique reference number	RP904902
Telephone number	01179861173
Date of previous inspection	19 February 2018

Information about this early years setting

Snapdragons Nursery Keynsham registered in 2012 and operates from a purposely converted three-storey building. It is situated in Keynsham, in Bath and North East Somerset. The nursery is open each weekday from 7.30am to 6pm for 51 weeks of the year. The nursery is in receipt of early years funding for children aged two, three and four years. There are 35 staff employed to work directly with children. Of these, 18 members of staff hold relevant early years qualifications between level 2 and level 7. This includes an early years professional and two qualified teachers. A further 10 non-childcare staff are also employed. These include administration staff, on-site chefs and housekeeping staff.

Information about this inspection

Inspectors

Holly Smith
Gwyneth Keen

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the provider.
- The manager and the inspectors completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspectors observed the quality of education being provided, indoors and outdoors, and assessed the impact this was having on children's learning.
- The inspectors spoke to staff at appropriate times during the inspection and took account of their views.
- The SENCo spoke to the inspectors about how they support children with SEND.
- A joint observation of a group activity was carried out with the manager.
- Parents shared their views on the setting with the inspectors.
- The inspectors looked at relevant documentation and reviewed the 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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