

Inspection of Glitter-Bug's Nursery

Newtown Cp School, Newtown, TROWBRIDGE, Wiltshire BA14 0BB

Inspection date:

28 November 2023

Overall effectiveness	Good
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The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is good

Children are greeted warmly by staff and eagerly enter the nursery. They explore the interesting activities that the staff thoughtfully set out. Staff join children as they play, helping them get items out or reading them a story. Children thrive on the attention and build strong relationships with staff. Parents say staff are welcoming, friendly and enthusiastic. They praise their support, flexibility and understanding.

There is a calm atmosphere across the nursery. Staff help children begin to understand their emotions through focused activities. They offer children clear explanations to help them understand expectations, such as the routines of the nursery and the needs of others. Children show respect for staff and conscientiously tidy away the toys. They learn to take turns and share resources. Children make good progress and are well prepared for their move on to school. The nursery curriculum is well planned, focused on children's learning needs and interests. Staff develop children's maths skills well. They thread their support throughout activities. Children use mathematical language to discuss capacity and size. They count as they buy things from the pretend shop. They recognise and explore writing numbers. Staff extend older children's skills well, challenging them to add two numbers together or work out how many more they will need.

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

- Staff observe children as they play, tracking their achievements carefully. They know children well, gathering lots of information from parents when children first start. Staff develop good partnerships with parents. They ensure there is a strong two-way flow of information with them through daily chats and during regular parents' meetings.
- Children develop their independence skills and sense of responsibility very well. They change out of their boots and work hard to get their slippers on when they come in from outside. Children learn considerable skills. They pour their drink carefully and peel their own fruit. They conscientiously clear away their items, knowledgeably putting their rubbish in the bin and their cups in the bowl. They are keen to do things for themselves and smile broadly as staff praise them for their achievements.
- Children's language develops effectively. They enjoy group activities and show good listening and attention skills. Staff get down to children's level as they play, and they model new words, developing children's vocabulary. However, staff do not always ensure the less confident children have plenty of time to answer and join in with discussions. Additionally, sometimes staff do not foster the quieter children's confidence to join the other children in imaginative games, developing their social skills further.

- The manager and staff promote a strong community feel in the Nursery. They broaden children's knowledge of the world, taking them on trips out into the town. Children visit local shops to buy items. They visit their allotment garden, where they grow and harvest produce. Children meet local residents and develop their understanding and appreciation of people of different backgrounds and ages.
- Children show positive attitudes to new experiences. They enjoy drawing pictures with chalks on paving outside and experiment with paint and natural items, such as autumn leaves. However, sometimes staff do not follow children's interests and help them test out their ideas fully. Staff also occasionally do not model useful techniques to extend children's skills further. Consequently, at times, children's creative exploration does not develop as much as it could.
- Staff focus on children's early literacy skills. They take children to the library to borrow books. They set out books linked to activities and children's interests, such as dinosaurs and animals, to extend their engagement and knowledge further. Staff focus closely on developing children's understanding of letters and sounds, and children show very good skills. They learn to make marks for letters in fun practical activities, such as imaginatively writing menus and shopping lists in the role-play kitchen.
- The staff work well together. They have daily discussions and hold regular meetings to share ideas and plans. The manager leads the induction and supervision of staff practice. Staff are supported in their role, attending training to develop their knowledge and skills. They show dedication to their role and facilitating good outcomes for the children.

Safeguarding

The arrangements for safeguarding are effective.

The manager and deputy manager undertake higher-level child protection training to lead the safeguarding practice at the nursery. Other staff undertake suitable training to build and maintain their knowledge. Staff carry out thorough risk assessments for all areas. This includes for trips out into the community, to their allotment and other venues. Staff know what to do if they are worried about the children or if they have concerns about another member of staff. They are vigilant as children explore, giving them reminders on safe practices to ensure children are well cared for and are kept safe.

What does the setting need to do to improve?

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

- make the most of opportunities to develop children's social skills and confidence consistently
- extend the teaching and support for children, helping them test out their ideas

and develop their exploration and skills as much as possible.

Setting details

Unique reference number	EY401051
Local authority	Wiltshire
Inspection number	10307885
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	2 to 9
Total number of places	16
Number of children on roll	17
Name of registered person	Williams-Hudd, Sarah Louise
Registered person unique reference number	RP514869
Telephone number	07519908747
Date of previous inspection	21 March 2018

Information about this early years setting

Glitter-Bug's Nursery registered in 2009. It is a privately owned nursery, situated in the grounds of Newtown Community Primary School in Trowbridge, Wiltshire. The nursery operates from 8.45am to 5pm from Monday to Thursday and from 8.45am to 4pm on Friday. There are three members of staff. The manager holds an early years qualification at level 5 and the other two staff have appropriate qualifications at levels 2 and 3. The nursery provides funded places for children aged three and four years.

Information about this inspection

Inspector

Rachel Howell

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 manager and has taken that into account in their evaluation of the provision.
- The inspector viewed all areas and discussed with the manager how these areas are used.
- The manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- The inspector discussed the leadership and management of the nursery with the manager.
- Parents shared their views on the provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications.
- The manager discussed their safety and child protection procedures, and safeguarding discussions were undertaken with members of the staff 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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