

Inspection of Little Pioneers Nursery and Pre-school Bristol Emersons Green

Fieldfare, Bristol, Emersons Green, South Gloucestershire BS16 7FN

Inspection date: 5 December 2023

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Requires improvement

What is it like to attend this early years setting?

The provision requires improvement

The quality of education and children's experiences in the nursery are variable. While children are happy and enter the nursery eager to explore what is on offer, the quality of staff interactions and education varies across the different rooms. For example, toddlers engage enthusiastically in singing sessions, which encourage their turn taking and language development effectively. Pre-school children develop their concentration and attention and listening skills as they enjoy small-group activities exploring interesting objects. However, some staff working with the youngest children do not show a full enough understanding of children's emotions or how to adapt activities to suit children at different ages and stages of development, to ensure that all children benefit from consistently good-quality teaching. Leaders recognise the areas to improve and are proactively taking steps to address them.

Staff support new children to settle effectively. They work closely with parents during settling-in visits to build relationships with children and their families from the outset. Staff embrace diversity in the nursery. They offer a range of resources and experiences to promote children's awareness of cultural differences. This prepares children well for life in modern Britain.

Children develop effective independence skills. For example, staff teach children good self-care skills, such as washing their own hands and using the bathroom independently. Children are encouraged to try to do things for themselves before they ask for help from adults. This gives children a helpful range of skills in preparation for the eventual move on to school. The nursery offers a range of outdoor play opportunities to develop children's physical development.

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

- The nursery has undergone many staffing changes, and these have had an impact on leaders' ability to embed and maintain high-quality provision. Leaders continue to work hard to establish a secure and consistent staff team. Despite this challenge, leaders have made many improvements since the last inspection. For example, children with special educational needs and/or disabilities are supported effectively to ensure that they have the same opportunities as others to make progress in their learning and development.
- Leaders meet regularly with the staff team to deliver training and help to continually improve their practice. Staff are benefiting from regular supervision and coaching. While some ongoing improvements are evident, new learning and high-quality teaching are not yet fully embedded in practice. This has an impact on the overall quality of teaching.
- Parents are complimentary about the care and education that their children

receive. Children's routines from home are mirrored by staff, which helps to provide continuity of care for children. For example, staff rock babies to sleep and ensure that they have their familiar comforters from home when they need soothing.

- Staff know children well and they plan a range of activities for them that they enjoy and are interested in. Staff know what children can do and already know, and use assessment well to inform them of what they want each child to learn next. However, staff working in the baby room do not always implement their plans effectively. They do not engage deeply enough with children, and interactions can be short and fleeting. Children do not remain engaged at these times as their attention is not captured fully. This means that these children do not make as much progress as they could.
- Staff use stories and singing activities well to promote children's communication and language development, including those children for whom English is an additional language. They make mealtimes sociable times for children as staff facilitate rich conversations with children about the food that they are eating and how it grows. This helps children to develop a good understanding of conversational skills and healthy foods, while enhancing their knowledge of the environment.
- Overall, children behave well and make friends easily. They join in with tasks, such as tidying up, and get on well with one another. However, staff do not always respond to children's emotions appropriately to help them to understand and regulate their feelings. This does not help children to learn how to understand and manage their emotions independently.
- Staff use some effective techniques to help to prepare children for what is going to happen next. However, at times, transitions between activities and key changeovers in the daily routine are not always organised well enough by all staff. Children become distracted by significant increases in volume levels and, occasionally, staff prioritise housekeeping tasks over spending time interacting with the children. This causes distraction for children and impacts their ability to focus.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding policies and procedures are fully understood and implemented by staff and leaders. Leaders ensure that children's safety and welfare are paramount. Staff attend regular training to ensure that they maintain up-to-date knowledge to enable them to fulfil their roles and responsibilities. Staff understand the possible signs and symptoms that could indicate that a child may be at risk of harm. They know what to do if they are concerned about a child's welfare. Staff teach children effective skills for their future lives, which enable them to recognise danger and educate them on what to do in an emergency.

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
improve the quality of staff interactions to ensure that they are consistently good and offer all children good-quality learning experiences that are geared to their age and stage of development, with particular regard to the staff working with the youngest children	08/03/2024
improve staff's understanding and skills in regard to supporting children to learn to manage their feelings and emotions.	08/03/2024

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

- improve the organisation of transitions, to reduce disruption to children and to minimise interruptions to children's learning.

Setting details

Unique reference number	2663298
Local authority	South Gloucestershire
Inspection number	10281335
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	100
Number of children on roll	124
Name of registered person	The Midcounties Co-Operative Limited
Registered person unique reference number	RP900862
Telephone number	0800 9540669
Date of previous inspection	8 February 2023

Information about this early years setting

Little Pioneers Nursery and Pre-school Bristol Emersons Green registered in 2021. The nursery is located in South Gloucestershire. The nursery is open from 7.30am until 6.30pm, Monday to Friday, all year round. There are 18 members of staff employed to work with the children. Two staff hold qualifications at level 6, eight are qualified at level 3, and two hold level 2 qualifications. The remaining staff are unqualified. The nursery is in receipt of funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Dominique Allotey

Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the provision.
- The inspector held discussions with leaders at appropriate times during the inspection and during a scheduled meeting.
- The inspector and the manager completed a learning walk together across all areas of the setting to understand how the curriculum is organised.
- The inspector observed children's activities and staff's teaching indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at relevant documentation, including staff's suitability to work with children.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

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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