

Inspection of Baker Street Nursery and Preschool

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

Inspection date: 29 January 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Inadequate

What is it like to attend this early years setting?

The provision is good

Leaders and managers have worked hard to address the weaknesses in practice highlighted at the last inspection. They have made significant improvements to the care, learning and development for children in the nursery. The manager and curriculum lead have carried out training with staff to put in place a well-sequenced and flexible curriculum that builds on the individual needs of children. Staff consider what children already know and can do when planning what they need to learn next. They make sure children have plenty of choices about what and how they play. Children make good progress from their starting points.

Staff welcome children warmly into the setting. Key persons build strong relationships with children, which helps them to feel safe and secure. Staff place a strong focus on children's personal, social and emotional development. Since the last inspection, staff have created 'wellbeing stations' in each room. They teach children how to use tissues to wipe runny noses, put the tissue in the bin and then wash their hands. They remind children to take drinks frequently and especially after physical activities. Younger children use the new low-level child toilets in the bathrooms when potty training. Staff encourage children to use them and make sure they wash their hands afterwards. Staff explain the importance of this, to get rid of germs and keep children healthy. Children are learning healthy, hygienic practices and how to take care of themselves.

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

- Staff focus on supporting children's communication skills. They ask questions and pose challenges to improve children's vocabulary and concentration. Staff find out about words in children's home languages for those who are learning to speak English as an additional language. They use signs, words and gestures to help children interact with staff and other children. Staff provide time for children to respond and accept that communication might be non-verbal. Children are learning that their thoughts and ideas are valued, and they are becoming good communicators.
- The special educational needs coordinator (SENCo) works in partnership with key persons, parents, and other professionals to put in place targeted support to meet children's individual needs. Plans for learning include appropriate targets to help children achieve well. For example, they use strategies, such as visual clues, to help children with special educational needs and/or disabilities (SEND) to make connections between words and objects, which supports their understanding about changes in the routine.
- Children's behaviour is good. Staff use consistent messages to help children understand expectations. For example, when older children are playing the musical instruments loudly and roughly, staff sensitively intervene. They suggest

that children try to play them loudly, then softly, and quickly and slowly. Children soon have fun following the instructions. They count beats and stop and start as staff skilfully extend their learning and development.

- Staff plan group activities for children. However, on occasion, staff do not use them at the most appropriate times. For example, staff working with the older children set up a 'letters and sounds' activity after lunchtime. However, at that time, children are also getting ready to go on an outing, so they come and go from the activity as they need to put on their coats. Staff do not give children the opportunity to participate and engage as well as they could. Children miss out on enhancing their learning as well as possible.
- Staff encourage children to use their senses to explore different materials and develop their physical skills. Younger children use their hands and tools as they manipulate dough. They show staff the 'gingerbread' figure they make by pressing the shaped cutter into the dough. Older toddlers use brushes to create paintings and chalks to make marks on the ground outdoors. Staff ask them to name the colours and talk about the shapes. Children know when they have drawn a circle on the floor. Older children experiment with shaving foam. They press the button on the can to spray more foam out and describe what it feels like on their hands.
- Children have fun outdoors. Staff build on learning by reading familiar stories and encouraging children to recall and act out the storyline. Children excitedly recall characters and pretend to walk through the tall grass, swim across the river, wade through the 'squelchy mud' and find the bear in the 'cave'. Staff use the outdoor resources, such as the water tray, mud kitchen and playhouse, as props and take children on the adventure with them. Children gain new vocabulary and learn about the wonder of books and stories.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- improve the way staff use adult-led group activities so that all children have the opportunity to participate and be involved.

Setting details

Unique reference number	EY551871
Local authority	South Gloucestershire
Inspection number	10313948
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	69
Number of children on roll	80
Name of registered person	Roche Baker Limited
Registered person unique reference number	RP551870
Telephone number	01173259709
Date of previous inspection	6 September 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 12 staff. One member of staff holds early years teacher status, five staff hold appropriate childcare qualifications at level 3 and two staff hold appropriate childcare 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

Anita McKelvey
Champa Miah

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.
- The manager and curriculum lead joined the lead inspector on a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke with the inspectors during the inspection.
- The SENCo spoke to the lead inspector about how they support children with SEND.
- 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 lead inspector carried out a joint observation of a story time activity with the manager.
- Parents shared their views of the setting with the inspectors.

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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