

Inspection of Charlton Nursery

Westbrook, Main Road, Flax Bourton, BRISTOL BS48 3QX

Inspection date: 5 March 2024

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

The curriculum offers opportunities for children to build on what they know and can do. For example, even from a young age children develop their small muscle skills. Babies reach, slide and press buttons to make the animals pop up. Toddlers and older children manipulate play dough, stretching and rolling it into shapes, and using a range of tools to cut and shape the dough in a well-resourced dedicated area. Young babies gurgle happily as they enjoy 'tummy time', looking at themselves in the mirrored balls as they reach and kick.

The inviting environment and positive interactions from staff motivate children to learn and to make choices about their play. They enter happily and are keen to learn. Toddlers love exploring the real fruit and vegetables. They learn to handle knives safely and follow instructions well for example, to hold the courgette with one hand and the handle of the knife with the other. Staff model language well, particularly to support those children learning English as an additional language. Children develop their language well as they match their actions to new vocabulary, such as 'scrape'. They combine words to form longer sentences as they respond to questions and describe the differences between the vegetables.

Older children thoroughly enjoy traditional stories, such as 'Jack and the Beanstalk'. They listen well, showing good attention. They confidently respond to questions, repeat repetitive phrases and add the missing word to finish sentences. They develop an understanding of emotions, identifying how characters felt at the beginning of the story and at the end. Staff encourage children to explore their own ideas for example, providing them with the story sacks to retell the story in their own words.

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

- The knowledgeable management team have a good overview of the ambitious curriculum and reflect well on the practice within the nursery. They empower staff, who know their children well, to develop a curriculum that meets children's needs, including those with special educational needs and/or disabilities and those learning English as an additional language. In particular, the curriculum is well-designed to support children's emotional security, their communication and language skills and to foster a love of books.
- There is a good balance of experiences relating to children's interests. Children confidently lead their play. Staff plan focused activities to challenge children's next steps in learning and have good knowledge of any potential gaps in children's learning. However, staff do not always pitch some group activities at the right level to engage all children in their learning or consider the size of the group.

- Children gain good independence, overall. Older children collect a plate and cup for snack and serve themselves. They confidently remove their coats when they become too hot when playing outside and remove shoes for their yoga session. However, staff do not always remind older toddlers to blow their noses or to encourage them to do this independently.
- Children develop strong bonds with familiar and consistent staff. Babies receive reassurance when new people visit the room and staff cuddle them close. Less confident babies check in regularly with their familiar adult. Older babies initiate turn taking games, such as rolling a ball to their familiar adult, demonstrating that they feel secure. Staff challenge children well for example, adding a tube for them to explore and investigate further. They provide helpful commentary to support children to solve problems independently, for example which of the textured balls roll best.
- Staff form strong partnerships with parents. From the onset, they gather essential information from parents and regularly review this. For example, those staff working with the youngest children ensure they have good knowledge of babies' routines and dietary needs, especially to ensure sleep and weaning procedures mirror babies' home experiences.
- Staff use their thorough risk assessments to provide children with a safe and secure environment. There is a strong focus on supporting children to take risks in their play. Staff deploy themselves well to encourage this for example, as children develop their strength and climb the tree. Children receive clear explanations to help them understand potential risks, for example, when they dig the bark with large swinging movements too close to a friend. Older children work collaboratively to reach their goal for example, to set up ramps to roll balls down and to balance safely on the stepping stones.
- There is a strong ethos of promoting staff's welfare. Staff talk about the effective support they receive for their professional development. The management team use training, coaching, peer observations and regular supervision meetings to raise the quality of interactions and teaching successfully.

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:

- review the organisation of group activities to ensure that all children participating are engaged in their learning at their level of understanding
- guide young children to wipe their noses to help them gain more independence

in their self-care.

Setting details

Unique reference number	EY412582
Local authority	North Somerset
Inspection number	10311754
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	0 to 4
Total number of places	101
Number of children on roll	111
Name of registered person	Charlton Nursery Ltd
Registered person unique reference number	RP524200
Telephone number	01275 464815
Date of previous inspection	9 April 2018

Information about this early years setting

Charlton Nursery in Flax Bourton, North Somerset, registered in 2010. It opens each weekday from 7.45am to 5.45pm, all year round. The nursery employs 28 staff to work directly with children, of these two hold early years qualifications at level 7, two hold level 6 qualifications and 22 hold level 3 qualifications. The nursery receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspectors

Rachael Williams
Victoria Nicolson

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 manager, the early years curriculum lead and an inspector completed a learning walk together and discussed the early years curriculum.
- An inspector spoke with parents and read testimonials during the inspection and considered their views.
- The inspectors observed staff interactions with children and spoke with staff and children at convenient times during the inspection.
- The inspectors conducted professional discussions with the manager, curriculum lead, the designated lead for safeguarding and the special educational needs coordinator.
- A sample of documentation was discussed and observed.

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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