

Inspection of Natural Choice Nurseries Ltd - Alveston

37 Davids Lane, Alveston, BRISTOL BS35 3LN

Inspection date: 13 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

Children happily enter the nursery and are keen to learn. They engage in a broad curriculum. Staff provide an exciting learning environment to entice children to make decisions about their play. This is particularly evident in the outdoor area where children of all ages enjoy being physically active, exploring and learning about nature. This supports the high focus placed on supporting children's health and well-being.

Children behave well and staff support them effectively to resolve conflicts independently. Children keenly listen to the 'Colour Monster' story and reflect on how they feel. Parents borrow the learning bag and continue to support children's understanding of emotions at home. Children are kind to each other. For example, a toddler helps a friend to put their hood up, explaining that it is raining outside.

Babies are curious to explore using their senses. For example, they investigate the chocolate powder and cornflower gloop, mixing it together with their hands and a range of tools. Older babies help the younger ones, such as offering a spoon to help them mix, exclaiming 'here you are'. Older babies transfer the mixture to make marks on the floor, delighted in their achievements. Staff follow children's lead, challenging them further with different materials. For example, when children try to make prints in the mixture unsuccessfully, staff offer paint and children excitedly mix the paint and brush it on their feet and hands to make prints.

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

- The management team have good insight into how children learn. They build a well-designed curriculum, which staff successfully implement. Staff know children well and use their knowledge of children's interests to tailor the curriculum to meet their individual needs, including those with special educational needs and/or disabilities.
- On occasion, staff do not question children as well as they could to challenge children's thinking and to help them solve problems. For example, staff do not help children consider why the bubbles are blowing away from them or encourage older children to consider best ways to balance on the log.
- Staff help children achieve emotional security. For example, all children benefit greatly from strong bonds with their key person. Babies check in regularly with their familiar adult and receive cuddles and reassurance when new people are in the room. Staff ensure that settling in arrangements and transitions to the next room successfully meet children's individual needs. Children use the well-designed spaces, such as the tepee, to have time on their own and to calm themselves before rejoining activities.
- Staff meet children's care needs effectively. They gather information from

parents when children start and regularly review this. Babies sleep and feed according to their individual needs and routines from home. Staff ensure that children are safe while they sleep. There are lovely interactions as staff change children's nappies, with singing and laughter. Staff are highly respectful. They ask children before they change nappies or wipe their noses. Staff listen to the children. For example, if young children want to continue their play, staff return later to change nappies so that their learning is not interrupted.

- Staff supervise the youngest children on the stairs efficiently, helping them to find different ways to descend the stairs safely. Older children understand the rules that keep them safe. For example, children know they need to wear helmets when they scoot or ride on the tricycle. Children communicate their findings well for example, how they can ride faster down the slope. Children negotiate the space and different surfaces well and are mindful of others playing in the same area.
- There are good partnerships with parents and other professionals to meet children's needs. Staff establish health care plans that they regularly review with parents and attend professional meetings to ensure collaboration when targeting support and seeking additional funding.
- The management team support staff well in their professional development. For example, some staff have identified training to support their understanding of 'In the moment' planning to improve their skills in developing the curriculum. The management team encourages collaborative working and there is a strong focus on ensuring staff's well-being.

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:

- support children to think critically and solve problems for themselves to extend their learning and development even further.

Setting details

Unique reference number	EY336299
Local authority	South Gloucestershire
Inspection number	10317390
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	44
Number of children on roll	77
Name of registered person	Natural Choice Nurseries Ltd.
Registered person unique reference number	RP905576
Telephone number	01454 419419
Date of previous inspection	15 May 2018

Information about this early years setting

Natural Choice Nurseries Limited - Alveston registered in 2006 and is one of four nurseries privately owned by the company. It operates from Alveston in South Gloucestershire. The nursery opens each weekday from 8am to 6pm all year round, except during Christmas and bank holidays. The nursery is in receipt of funding to provide free early education for children aged two, three and four years. A team of 20 staff works directly with the children. Of these, one holds an early years qualification at level 5, two hold an early years qualification at level 4, five hold early years qualifications at level 3 and seven hold an early years qualification at level 2.

Information about this inspection

Inspector

Rachael Williams

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 and owner/director took the inspector on a learning walk and discussed the early years curriculum.
- The inspector spoke with parents, read testimonials and considered their views.
- The inspector observed staff interactions with children and spoke with children and staff during the inspection. The inspector also considered the views of staff who were not available during the inspection.
- The inspector conducted professional discussions with the manager, owner/director, special educational needs coordinator and designated safeguarding lead.
- 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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