

Inspection of Red Bus Nursery & Pre-School

Westbury Lane, Coombe Dingle, Bristol BS9 2PR

Inspection date: 26 March 2024

Overall effectiveness	Outstanding
------------------------------	--------------------

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Outstanding

What is it like to attend this early years setting?

The provision is outstanding

Children are extremely happy, secure and have consistently positive attitudes to their play and learning. Staff have high aspirations for children's development and provide an environment that helps children to flourish and thrive. They put children's needs at the heart of everything that they do and guide children through exciting learning experiences that enhance their current skills. Staff are extremely passionate, caring and very enthusiastic. They get to know all children very well. As a result, children form strong attachments with staff.

Leaders and staff deliver a diverse, broad curriculum for all who attend. Children of all ages demonstrate high levels of engagement and interest. Staff enhance children's communication skills incredibly well across the nursery and encourage a love of books, words and literature to ignite children's early vocabulary, creativeness and imaginations. Children consistently and confidently show what they already know, remember and can do. Staff successfully plan targeted intentions, such as strategies to support children's early communication, speech and language. All children, including those in need of additional support, make excellent progress. Children successfully gain the skills they need to give them the best foundations for their future learning.

Leaders and staff provide children with an extensive range of enriching learning experiences. This ensures that each child gains the skills they need in readiness for the next stage of their learning and school. Children gain confidence in a range of social situations. For example, leaders link with the local community to support children's understanding of health, local travel and local amenities, including the parks, libraries and schools.

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

- Leaders have created an ambitious curriculum with strong core values. Staff are in tune with their key children's age and stage of development. They successfully plan activities in the moment based on children's interests and learning needs. All children become curious, ambitious, adventurous and resilient learners. They are extremely well prepared for their future learning, including school, well in advance of moving on.
- Communication, language and literacy are expertly promoted. Staff talk to children and introduce new vocabulary that is modelled for a clear purpose, such as 'evaporate' during discussions around where rain comes from. The curriculum provides opportunity for a chosen book to be explored in each room. Pre-school-aged children eagerly listen to staff read their new story about a witch and a cat. They learn about the characters and are beginning to recall what happens with confidence. Children look at books independently and have access to a lending

library to take books home.

- The nursery's special educational needs coordinator (SENCo) is highly experienced in her role. She is extremely knowledgeable about the children who attend that require additional support. The SENCo works closely with each child's key person, family and relevant agencies to ensure that children receive timely interventions and targeted support to meet their developmental needs. Children on the pathway to a diagnosis are supported extremely well.
- Staff support children's understanding of the world exceptionally well. They find creative ways, inspired from the nature, to broaden children's experiences, knowledge and skills. For example, toddlers have an amazing time in the garden exploring the mud kitchen. They investigate natural resources with curiosity and interest and engage in pretend play with their peers. Children make their own potions or 'food', skilfully using real tools and utensils. This also helps further develop their fine motor skills, creativity and imagination.
- Staff create fantastic opportunities for the children to build on their hand-to-eye coordination and mathematical skills. For example, older children can use hammers and nails effectively to create a structure, understanding and adhering to safety measures. This supports risk taking and boosts their self-esteem and confidence. The children benefit from an outdoor play area, which is used all year round, to enhance the learning, resilience and curiosity of the children. This provides essential opportunities to explore and encourage risk taking within a safe environment, as well as promoting high-quality opportunities for large-scale physical activities.
- Staff place a great emphasis on promoting children's self-confidence and emotional well-being. Older children begin to understand and recognise feelings and emotions. This is because staff support them to learn how to regulate these emotions with colours and a familiar story about the 'colour monster'. Children's behaviour is exemplary. Children are eager to join in play and are kind to their friends. Staff are skilled in gaining children's attention and maintaining it. For example, during a small-group time, staff use expressive gestures, facial expressions, and props when singing to babies. This captivates babies, who show excitement and curiosity.
- Staff welfare is a priority and staff are supported extremely well. They have access to reading materials, training opportunities and online platforms for activity ideas. As a result, staff feel knowledgeable and confident. They put themselves forward as 'champions' for aspects of practice, such as 'outdoor champion' or 'behavioural champion'. Staff take pride in the responsibility and opportunities these roles offer them.

Safeguarding

The arrangements for safeguarding are effective.

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

Setting details

Unique reference number	EY422257
Local authority	Bristol City of
Inspection number	10311817
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	0 to 5
Total number of places	132
Number of children on roll	206
Name of registered person	Early Years Investments Limited
Registered person unique reference number	RP530394
Telephone number	01179 682 009
Date of previous inspection	11 April 2018

Information about this early years setting

Red Bus Nursery and Pre-School registered in 2011. It is located in Coombe Dingle, Bristol and operates from 7.30am to 6.30pm each weekday, for 51 weeks of the year. The nursery employs 61 staff. Of these, 34 hold relevant qualifications at level 2 or above. The nursery is in receipt of funding to provide free early education to children aged two, three and four years.

Information about this inspection

Inspector

Marie Swindells

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.
- Leaders and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children told the inspector about their friends and what they like to do when they are at nursery.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- Leaders and the inspector carried out a joint observation of a group activity.
- The inspector viewed parents' testimonials during the inspection and took account of their views.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the nursery.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024