

Inspection of Anne's House Childcare

22 Bedminster Road, Bristol BS3 5PD

Inspection date: 9 July 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	Requires improvement

What is it like to attend this early years setting?

The provision is good

Children show they are safe and secure in this caring and nurturing environment that staff create. Babies arrive and beam with happiness when familiar staff greet them. Toddlers who have recently started at the nursery enter the playroom with confidence and seek favoured activities staff have available for them. The oldest children arrive with excitement ready for their day and confidently say goodbye to parents. Parents leave knowing their children are happy and well cared for.

The new leaders work closely with staff to develop and implement a well-sequenced curriculum. Staff use their monitoring and assessment process to help them identify what children need to learn next and use children's interests to create activities to support this. Babies and toddlers develop their self-help skills ready for their next stage of learning when staff support them to wash their hands ready for mealtimes. Older children develop their hand muscles ready for early writing when they squeeze hair clips while playing 'hairdressers' with staff and their friends. Staff praise children for having a go and encourage them to persist when they struggle to achieve.

Children behave well and create good relationships with others. Babies share wooden bricks together when they build towers. Toddlers work together in the garden to find the toy bugs in the mud. They excitedly share their achievement with staff when they find one. Older children help each other. When they see a friend needs an extra picture to match during a sorting activity, they hand their friend the piece they need. Children smile with delight at the help they receive.

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

- The newly appointed leadership team continues to work hard to support staff to deliver good-quality teaching. Leaders have sought support from the local authority and delivered training to upskill the staff. Leaders are aware there is still work to do and are continuously reflecting and adapting their practice to best meet children's needs. Staff report that they feel very well supported by leaders and that the change has been very beneficial to all who attend.
- Leaders continue to work with staff to develop an effective curriculum that builds on what children already know and what they need to learn next. Staff in the baby room nurture babies' social skills and develop their communication by talking to them and commenting on their play. However, those working with toddlers and pre-school children do not always think about children's stage of development when considering their next steps for learning. For example, at times, staff focus on developing children's colour and number skills before considering their social interactions and communication skills. The curriculum is not always well sequenced, and activities are, at times, not achievable or too

easy for children and they become disengaged with learning.

- Parents report that their children are well cared for and staff are very friendly and approachable. Parents say their children love to attend and have formed good relationships with staff. However, leaders and staff do not always work closely with parents to help them understand what their children are learning while at nursery. Staff do not make it clear what children's next steps for learning are and how parents can support their children's learning at home.
- Leaders and staff identify if children have any gaps in their development and work with parents and external agencies to help close these. External professionals visit the nursery to share strategies and ideas to help staff support children with additional learning needs. Staff implement these strategies and ideas with all children who need them to help them make progress in their learning and have a positive experience at the nursery.
- Staff are good role models for children. They speak to children with respect and are mindful of their needs. However, at times, staff in the toddler and pre-school room do not give children further challenge, allowing them time to think for themselves. For example, when staff ask toddlers to blow on their lunch, they do not ask children why they think this is important or explain why. When pre-school children engage in an activity about recycling, staff do not ask children why we recycle to get them thinking even further. Staff do not use every opportunity to build on what children already know and get them to use their own ideas.

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:

- strengthen staff's understanding of the curriculum so that they are clear about what they want children to learn next and how they are going to help children achieve this
- develop links with parents, sharing more information on children's next steps and ideas of how parents can extend children's learning at home
- support staff to use every opportunity to challenge children to think for themselves and build on what they already know.

Setting details

Unique reference number	2681563
Local authority	Bristol City of
Inspection number	10314131
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	1 to 4
Total number of places	50
Number of children on roll	31
Name of registered person	Anne's House Childcare Ltd
Registered person unique reference number	2681562
Telephone number	07894800467
Date of previous inspection	20 September 2023

Information about this early years setting

Anne's House Childcare registered in 2022 and is situated in the Bedminster area of Bristol. The setting is open from 7.15am to 6pm, Monday to Friday, all year round. It employs 17 staff. Five staff hold a relevant qualification at level 3, three staff hold qualifications at level 2, two are working towards a level 3 and seven are unqualified. The setting receives funding for two-, three- and four-year-old children.

Information about this inspection

Inspector

Sarah-Louise Clements

Inspection activities

- The inspector discussed any continued impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The leader and the inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector spoke to children to find out about their time at the nursery.
- Staff spoke to the inspector during the inspection.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the leader.
- The inspector spoke to several parents 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