

Inspection of Ambourne House Day Nursery

233 Gloucester Road, Patchway, Bristol BS34 6ND

Inspection date: 26 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

The setting strives to promote children's independence and individuality. Through positive praise and a deep respect for children's cultural background, children learn to be confident about who they are. Children experience a wide range of traditions and festivities, for example parents reading stories in another language or wearing traditional dress. Staff focus on children's self-esteem and sense of identity. This helps children to feel safe and secure. Children are given a wide range of opportunities to learn about their community. For example, they travel by minibus to the nearby beach, following their interest in a story about a mermaid.

Children of all ages have plenty of opportunities to develop their physical skills. Babies pull themselves up and hold onto staff, eager to toddle around the room. Older children race over planks balanced on logs and play chasing games with staff. Children are encouraged to take risks in a safe environment and challenge their own thinking. They enjoy banging nails into pieces of wood. They know they must wear goggles and take care when using tools. They expertly use the claw of the hammer to prise nails out and reposition them. Leaders identify that using tools enables children to develop hand-to-eye coordination. They also use these opportunities to strengthen hand muscles. This lays the foundations for handwriting later on.

Parents speak very highly of the setting. Due to the COVID-19 pandemic, parents do not enter the setting but wait at the door. Staff have adapted how they communicate because of this. Parents know what their children are learning and understand what they can do at home to support them. Parents speak warmly about the genuine, positive relationships between children and staff.

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

- Children are confident communicators. They explore the meaning of new words in songs. For example, they learn the meaning of the word 'kin' as they sing a song about Christmas. Children demonstrate good thinking skills. They make links to their family and talk about their 'aunty and grampy'.
- Leaders have high aspirations for children, staff and the setting. The experienced manager understands how children learn and knows how to prepare them for the next stage in their education. Leaders ensure staff receive regular supervision and staff take part in peer-to-peer observations. On occasions, actions raised in supervision are not prioritised quickly enough. This means some inconsistencies in the quality of teaching remain.
- Staff prepare interesting and well-planned activities for children. They are proud of the environment and the opportunities they offer. Staff explain, with confidence, why they have prepared an activity and what they want children to

learn. However, activities and play are often led by adults. Children would benefit from more opportunities to make their own choices.

- Babies beam with enjoyment and clap along at song time. Warm, responsive relationships are very evident as babies snuggle in for cuddles. They respond well to their routine. Babies select a prop from the 'tap-tap box' to identify the song they would like to sing. Conversations with parents, alongside bespoke settling-in arrangements, mean staff are able to plan for children's learning from the onset.
- Children behave well. Staff encourage and support children to resolve their own conflicts. Children are kind and considerate to each other. For example, they help each other to put on their shoes and do up zips. Children remember to say 'please' and 'thank you'. Staff model turn taking and sharing by offering calm and consistent reminders.
- Children with special educational needs and/or disabilities make good progress at this setting. Staff ensure all children are respected as individuals. Staff ensure parents are fully involved in their children's learning and any intervention that takes place. Staff use simple British sign language to ensure that everyone is able to communicate.
- Leaders are committed to ensuring children receive healthy, nutritious food at the setting. This is freshly prepared on site. Children loudly exclaim 'this is delicious' while sat down for lunch. Children pour their own drinks and help lay the table. This helps children develop their own independence.

Safeguarding

The arrangements for safeguarding are effective.

The setting has a strong commitment to safeguarding children and families. Leaders are knowledgeable in this area and ensure staff receive regular training. Staff take their role seriously and understand their responsibility to keep children safe. They are alert to the signs of abuse and have robust procedures in place to report concerns about children's welfare. Staff also demonstrate a good understanding of what to do and who to contact if there are concerns about any member of the staff team. Children are taught how to keep themselves safe. For example, during outdoor learning, staff explain that not all dogs roaming freely like cuddles. Children are taught to not touch dogs and to put their arms by their sides and look at the sky.

What does the setting need to do to improve?

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

- provide children with greater opportunities to make independent choices in play
- strengthen the supervision, coaching and mentoring of staff to ensure a greater consistency in the quality of teaching.

Setting details

Unique reference number	EY551343
Local authority	South Gloucestershire
Inspection number	10174452
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	1 to 4
Total number of places	65
Number of children on roll	62
Name of registered person	Ambourne House Limited
Registered person unique reference number	RP551342
Telephone number	01454615352
Date of previous inspection	Not applicable

Information about this early years setting

Ambourne House Day Nursery re-registered in 2017. The nursery is open Monday to Friday, from 7.30am until 6pm, all year round. A team of 13 staff work with the children. Of these, one holds early years teacher status, one holds qualified teacher status, three hold early years qualifications at level 6, five hold early years qualifications at level 3 and one holds a level 2 qualification. The manager has a level 6 qualification. The nursery is in receipt of funding for free early education for children aged two, three and four years.

Information about this inspection

Inspector

Gwyneth Keen

Inspection activities

- This was the first routine inspection the setting 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 setting.
- The inspector spoke to staff at appropriate times during the inspection and also spoke to the children.
- The inspector and the manager went on a learning walk. The manager told the inspector what they want children to learn and how they would do this.
- The manager and the inspector carried out a joint observation. They observed how well staff teach children and what they want them to learn.
- The inspector spoke to parents and took into account their views on how well the setting cares for their children.

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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