

Inspection of Baker Street Nursery and Preschool Yate

58 Station Road, Yate, Bristol BS37 4PW

Inspection date: 4 May 2023

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

Children are well cared for by a kind, caring and attentive staff team. Staff focus on supporting children to develop secure bonds with their key person. Children who are new to the nursery and feel unsettled are offered lots of comfort and reassurance. This helps them to begin to feel settled, safe and secure. Staff structure the curriculum to support individual children to learn through play. They make ongoing assessments and observations of children and use these well to develop children's skills.

All children are encouraged to interact positively with their peers. For example, children say please and thank you when they wish to use an item or play alongside each other. A key focus of the curriculum is to support children to understand and vocalise their needs while also supporting them to recognise and deal appropriately with their emotions. For example, staff use circle times to have discussions about thoughts and feelings. Toddlers and pre-school children listen attentively during circle time and express their feelings and wishes. They eagerly join in with actions during song time, with some children confidently using the sign language that staff use. This reinforces children's knowledge, understanding and communication skills.

Children with additional needs are supported well. Children enjoy activities such as 'bucket time', which helps them to concentrate and take part in an activity for an extended period. Children learn to share an activity with other children, and they develop social skills.

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

- The manager is proactive and committed to continually evaluate and improve practice at the nursery. Staff are well supported to access ongoing training, to support them in delivering a good standard of care and education to all children. All staff work well with the local authority adviser and external agencies to improve their knowledge and understanding.
- An effective key-person system is in place. Children have secure emotional attachments to all staff, not only their key person. Babies' individual routines are respected. They are made comfortable in a quiet, cosy sleep room. Toddlers who require a nap have a sleep mat and fresh linen. They have comforters and are soothed by staff, who keep a watchful eye while they sleep. Babies snuggle up to staff as they wake from their sleep before they are ready to resume their play.
- Staff place a strong focus on supporting children's independence from an early age. For example, older children attend to their personal needs such as toileting and handwashing by themselves. Babies who are transitioning to the toddler room sit on small chairs for meals and use two pieces of cutlery and

independently use wipes for their faces. Children's growing independence contributes to them becoming ready for school.

- Children gain good physical skills. The outdoor area is spacious and provides good opportunities for children to develop climbing, balancing and jumping skills. Staff organise challenging games using balls, hoops and tunnels to develop children's coordination skills.
- Staff promote children's language development well. Staff provide a sociable environment, where children practise their conversational skills. However, occasionally, staff do not challenge children's thinking. For example, when children ask questions to solve problems, staff quickly provide the answers, instead of prompting children to think for themselves. This does not consistently challenge or promote problem-solving, to take children's learning to the highest levels.
- Staff support children's early counting skills and sensitively correct children during counting sequences. For example, children count blocks as they build outside, and they talk with staff about how many blocks they have while carefully stacking these on top of each other. However, staff do not consistently teach children about other mathematical concepts. They do not make comparisons about size as children construct towers with large bricks, building these taller than themselves, and they do not speak about shapes children are creating with chalk on the floor.
- Partnerships with parents are strong. They feel very well informed about their child's progress. Staff work well with parents to prepare children for new experiences in their life. Parents comment how the nursery is managed 'brilliantly' and how staff 'adore' the children who attend.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their roles and responsibilities for safeguarding children. Staff receive regular supervision to discuss safeguarding concerns. Managers follow a robust system when recruiting new staff to ensure that they are suitable. Safeguarding training is regularly updated, and information about reporting safeguarding concerns is clearly displayed. Managers and staff confidently describe the signs and symptoms a child may display if suffering from abuse or neglect. Daily risk assessments keep children safe, and the building is secure.

What does the setting need to do to improve?

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

- support staff to broaden their teaching of mathematical concepts in order to extend children's skills further

- support staff to build on children's ability to think more deeply.

Setting details

Unique reference number	2703332
Local authority	South Gloucestershire
Inspection number	10289754
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 5
Total number of places	70
Number of children on roll	87
Name of registered person	Roche Baker Limited
Registered person unique reference number	RP551870
Telephone number	07813433442
Date of previous inspection	Not applicable

Information about this early years setting

Baker Street Nursery and Preschool Yate registered in September 2022. It is located in Yate, Bristol. The setting opens weekdays, from 7.30am until 6pm, all year round. There are ten, of whom four hold level 3 qualifications, and three are early years teachers. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years.

Information about this inspection

Inspector
Marie Swindells

Inspection activities

- This was the first routine inspection the provision 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.
- We carried out this inspection as a result of a risk assessment, following information we received about the provider.
- The inspector and manager completed a learning walk and talked to the inspector about their curriculum and what they want their children to learn.
- Children spoke to the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the manager about the leadership and management of the setting.
- The inspector carried out a joint observation with the provider.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

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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