

Inspection of Charlton Nursery

123 Winterstoke Road, Bristol BS3 2NS

Inspection date: 8 April 2025

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

Staff focus closely on developing children's sense of belonging to the nursery, closely supporting their well-being. New babies settle quickly and thrive on the very caring and responsive support staff provide. Children build strong relationships with staff. They arrive happily and are eager to see and chat with staff. Parents say staff genuinely care for the children. Staff treat children with respect and encourage this in children's interactions as well. Toddlers start to share toys and learn considerate behaviour towards their friends. Older children work together on tasks, such as collecting leaves for their science experiment.

Staff form the curriculum precisely, focused on children's individual learning needs and interests. Staff offer inspiring activities and very well-thought-out and inviting areas. They also work collaboratively to formulate 'weekly intents', additional experiences focused on key persons' collective learning intentions for the children. Younger children relish the many sensory experiences on offer. They dig in the sand and excitedly splash cars through water. They mix ingredients together, and staff offer highly interesting items, such as real herbs and fresh fruit, discussing these as children investigate them. Older children explore creatively, spending considerable time making models and constructing items. Children concentrate as they make marks with chalks and paint with water. Older children use clipboards and pens in their play, drawing and copying staff to form letters of their names, developing their dexterity in readiness for early writing. Parents comment that their children are flourishing and that the dedication, creativity and passion of the team are reflected in many aspects of the nursery.

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

- Staff know children very well. They liaise with parents and other settings children attend, building a two-way flow of information to inform planning and support for children. Staff promptly seek assistance from outside professionals to help close outlined gaps in children's development. Children make good progress. Those with special educational needs and/or disabilities (SEND) and those in receipt of additional funding are very effectively supported to reach their potential.
- Children are encouraged to do things for themselves. Staff develop children's sense of responsibility well, encouraging them to tackle age-appropriate challenges. Babies learn to feed themselves; toddlers serve themselves food at lunchtime and conscientiously take up their plate when they have finished. Older children peel their little oranges at snack time, persevering well. They work hard to get their jackets on to go outside, listening to the staff's well-placed tips to turn their jacket in the right way. Children show positive attitudes to learning and developing their skills.

- Staff supplement their curriculum with interesting trips into the community and city. Children visit the nearby stadium, historic bridges and local shops and parks. Staff plan further learning for children once back at the nursery, and older children create maps and models based on the things they have seen. Older children also have weekly sessions with a coach to develop their skills on the nearby sports pitch. They explore the natural forest school garden and have focused sessions here, as well as planting and growing items with staff. Children gain skills to help prepare them for the next stage in their education.
- Staff working with the older children skilfully teach them complex words and concepts, revisiting these and recapping, helping children expand their vocabulary very beneficially. Children remember words such as 'photosynthesis' as they care for plants and 'chlorophyll' as they press leaves and watch liquid come out. Babies relish their song time and show considerable listening and attention skills for their age. They are fascinated with the signs and actions staff use and avidly copy poking their tongue out like the frog in the song.
- Staff beneficially use the different rooms and areas in the nursery to ensure children have space to engage with activities and build their attention in sessions. Skilled staff lead targeted small-group times, helping close gaps in children's development very effectively. However, staff working with the toddlers are not always successful in ensuring children's engagement and learning in group activities and some routines of the day.
- Staff teach children how to look after their bodies through useful, practical activities. Children discuss cleaning their teeth and bath time as they bath baby dolls and use cream as they say the baby is poorly. Staff introduce focused programmes of support for both the nursery and at home, helping extend children's self-help skills very effectively, such as for toilet training.
- Managers evaluate nursery practice carefully and are dedicated to the ongoing development of the provision. They observe staff teaching and help develop staff's skills. They closely support new staff and changes to teams working within the rooms, focusing training on key points of improvement.

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:

- enhance group times and routines to consistently support all children's continued engagement and learning.

Setting details

Unique reference number	EY479956
Local authority	Bristol City of
Inspection number	10392345
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	78
Number of children on roll	133
Name of registered person	Charlton Nursery Ltd
Registered person unique reference number	RP524200
Telephone number	0117 3790799
Date of previous inspection	16 August 2019

Information about this early years setting

Charlton Nursery registered in 2017 and is located in Ashton, Bristol. It operates from 7.30am to 5.30pm, Monday to Friday. There are 30 members of staff who work with the children. Two hold appropriate qualifications at level 6, 19 at level 3 and five at level 2. There are also admin and kitchen staff. The setting provides government funded places.

Information about this inspection

Inspector

Rachel Howell

Inspection activities

- The inspector viewed all areas and discussed with the manager and early years teacher how these areas are used.
- The manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- The inspector met with the special educational needs and/or disabilities coordinator and discussed the support for children with SEND.
- The inspector discussed the leadership and management of the nursery with the manager and early years teacher.
- Parents shared their views of the provision with the inspector.
- Relevant documentation was reviewed by the inspector including suitability checks and paediatric first-aid qualifications.
- The manager discussed their safety and child protection procedures and safeguarding discussions were undertaken with members of the staff team.

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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