

Inspection of Shambles Day Nursery

10 The Shambles, Bradford-on-avon BA15 1JS

Inspection date: 27 July 2022

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 happy and settled. They have fun in a welcoming learning environment which promotes their curiosity, exploration, and motivation to learn. Children form good bonds with staff. All children, including those with additional needs, play harmoniously with their peers and develop their social skills in readiness for school.

Staff get to know the children well, their interests and their abilities. They provide activities that focus on the most important areas children need to learn next. Staff identify areas where children need extra support and work with the special educational needs coordinators (SENCOs), and other professionals as required, to help close any gaps in learning. As a result, all children make good progress.

Children become confident communicators. Staff use small group times alongside Makaton successfully to develop children's language and attention skills. Children enjoy listening to stories and staff encourage them to talk about the pictures and to predict what might happen next. Children join in with songs and rhymes throughout the day.

Children have plenty of exciting opportunities to develop their physical skills. This includes supervised woodwork sessions using real hammers, saws and screwdrivers. Children show good balance and coordination as they scramble across the cargo net above the playroom, and gain strength using the climbing wall. Staff plan daily outdoor exuberant play, such as to local parks and the 'secret garden'. Children enjoy visits to the local greengrocer to buy their favourite fruits for snack and benefit from freshly cooked, nutritious meals.

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

- The provider and manager are passionate about delivering an ambitious and stimulating curriculum and have extremely high expectations of staff and children. The manager and deputy managers complete regular observations to support staff professional development. The provider has a clear vision for a high-quality provision and is aware of the main pressures on staff. At times, the provider works alongside staff and provides guidance to develop practice. However, this is not always effective to promote staff's confidence and levels of self-esteem.
- The management team works hard to identify and target areas for improvement. New strategies to help children understand and manage their emotions have had a positive impact on children's behaviour. Children follow instructions, share, take turns, and show respect towards others. They understand boundaries, such as not to go down the twisty tunnel slide to the lower floor when the red closed

sign is showing.

- Overall, the quality of teaching and learning is good. However, occasionally, staff do not provide additional challenge for the older and most-able children to extend their learning even further. Nevertheless, children become deeply engaged in activities and concentrate for long periods. For example, staff encourage children to close their eyes and use their senses to identify ingredients for dough. Children recall the smell of cinnamon from a previous activity and talk about how the flour and raisins feel in their fingers. Children work cooperatively together to add water to the mix, checking that the dough is not too sticky before they begin to knead it.
- Staff encourage children to develop their independence and self-care skills. They teach children from an early age to use metal cutlery, china plates and bowls. Children are confident to put on dressing-up clothes and shoes independently when they pretend to be 'mummies and daddies'. Children learn to care for living things, such as planting and tending to flowers outside the conservatory.
- Children develop an understanding of mathematical concepts. For instance, staff talk to children about the shapes of magnetic boards when they construct a 'playhouse'. They check younger children's understanding of prepositions, such as 'in front of' and 'behind' as children roll toy vehicles down a ramp. Older children recognise large numerals, such as '42' on the height board. However, at times, staff do not make full use of opportunities to encourage quieter children to join in with activities to increase their enjoyment and learning.
- Children have plenty of opportunities to explore a variety of media and materials to develop skills for early writing. For instance, they study their faces in mirrors and then experiment with colours to paint self-portraits. Older children learn to recognise their name and some can write their name on their artwork unaided.
- Partnerships with parents are effective. Staff share information to help parents support children's learning at home, such as language development, behaviour, and potty training. Parents speak extremely positively about the nursery, the management team and staff. They are pleased with the progress their children make and feel very well informed about their children's care, learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The managers and staff complete regular risk assessments and supervise children well to keep them safe, for example, as they move between the floors via the stairs or slides. Staff teach children to keep themselves safe. For example, they teach them about road safety on outings, and give younger children good explanations of how to use knives safely when they persevere to chop up raw cauliflower. Staff receive ongoing safeguarding training. They have a suitable understanding of the signs of child abuse and wider safeguarding matters. They know the correct procedures to follow should they have any concerns to help protect children from harm. The manager implements robust recruitment and induction procedures to ensure staff's suitability to work with children.

What does the setting need to do to improve?

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

- ensure staff consistently engage the quieter and less confident children in activities, to further increase their enjoyment and learning
- make full use of opportunities to increase levels of challenge for the older and most-able children to extend their learning to the highest levels
- review staff professional development systems to provide staff with consistently constructive and effective feedback, to fully promote their emotional well-being and confidence.

Setting details

Unique reference number	2634772
Local authority	Wiltshire
Inspection number	10247159
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 8
Total number of places	54
Number of children on roll	76
Name of registered person	Blousie and Frank Limited
Registered person unique reference number	2634775
Telephone number	01225 864544
Date of previous inspection	Not applicable

Information about this early years setting

Shambles Day Nursery re-registered in April 2021. The nursery is located in Bradford-on-Avon in Wiltshire. The nursery is open from 7.30am until 6.30pm, Monday to Friday for 51 weeks of the year, with the exception of bank holidays. The setting is closed for the week between Christmas and new year. The nursery employs 12 staff who work with the children, including the manager who holds early years teacher status. Another nine staff hold relevant qualifications from level 3 to level 6. One of the directors holds early years professional status. The nursery also employs an administrator, a maintenance person and a full-time chef. The nursery receives funding for free early years education for children aged two, three and four years.

Information about this inspection

Inspector
Karen Allen

Inspection activities

- This was the first routine inspection the nursery received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the nursery.
- The deputy manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum and what they want the children to learn.
- The inspector observed the quality of education being provided throughout the nursery, and assessed the impact that this was having on children's learning.
- The inspector interacted with children during the inspection, and accompanied children and staff on an outing in the local community. She talked to staff, parents, and the provider, and took account of their views.
- The deputy manager carried out a joint observation of a group activity with the inspector.
- The special educational needs coordinator spoke to the inspector about how they support children with special educational needs and/or disabilities.
- 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.

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