

Inspection of Butcombe Nursery and Preschool at Clifton College

32 College Road, Bristol, Bristol City BS8 3JH

Inspection date: 22 November 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

Babies settle in quickly and develop strong bonds with their key staff. Staff implement effective settling-in procedures, which support them in getting to know each child and their families. When babies first start, staff work closely with parents to obtain information about the things their baby enjoys and what they can already do, and this helps staff identify babies' starting points.

Babies are happy and keen to get involved in the range of exciting and interesting activities on offer to them, both indoors and outdoors. From a young age, children develop a positive attitude to learning. Staff and leaders implement a well-thought-out curriculum that reflects babies' individual needs and interests. During their time in the baby unit, all babies make good progress from their starting point.

Staff are good role models for babies, they have suitable expectations for children's behaviour. From a young age children are taught to have respect for the environment and for each other.

Effective leaders work well with all staff to continually reflect on teaching and keep morale high. The baby unit staff team are well established and secure, this helps ensure a good continuity of care for the babies. Staff regularly enhance their professional development and leaders and staff work hard to ensure that all babies benefit from high-quality care and education.

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

- Staff are skilled in extending children's language and communication skills, including bilingual children. For example, they use sign language to help babies communicate their needs before they are able to speak in words. Staff give running commentary of babies' play, which exposes them to a rich and wide vocabulary.
- Staff take babies out on regular trips within the local community and within the wider college grounds. For example, babies enjoy visiting train stations when learning about transport and benefit from forest school sessions. This helps babies develop good social skills and gain an understanding of the natural world and the wider community.
- Staff interact well with children and have a good awareness of what they already know and can do, and what they need to learn next. They plan for children's next steps well and use a variety of effective teaching techniques to help children achieve their individual goals. However, on occasion during free play sessions, staff miss some opportunities to extend the social skills of quieter and less confident children.
- Staff and leaders work in partnership with parents to keep them informed about

their children's learning and to find out about children's lives outside of the nursery.

- Staff help parents gain a good understanding of the educational programmes on offer, so that they can work collaboratively together. For example, parents are given strategies they can use at home to manage children's behaviour and are invited to attend curriculum evenings.
- Staff ensure that all environments are safe and set up in an attractive way for babies. Playrooms are well resourced to incorporate learning opportunities across all areas. Babies have independence and freedom to explore, this gives them a sense of ownership in what they can do and builds their confidence well.
- Staff help babies follow instructions well and changes in routines are smooth and seamless. For example, staff use song and rhyme to engage children and help them to tidy up and move into the next part of the routine. This supports children well for future transitions into other age phases within the college.
- Care practises are good. Staff offer a good continuity of care to babies. For example, they mirror babies' individual routines from home and consistent adults carry out intimate care routines to give babies an added sense of security.
- Leaders are experienced and committed to their roles. They regularly review staff practice and seek the views of others to support in identifying areas for improvement. Staff conduct peer-on-peer observations to share good practice.
- Staff benefit from a range of professional development opportunities and training, which helps raise the quality of the already good teaching skills. Staff use what they learn from training to enhance their teaching. For example, they implement a positive behaviour management policy using techniques they learned from emotion coaching training.

Safeguarding

The arrangements for safeguarding are effective.

Staff are clear about the college's policies and procedures for safeguarding and child protection. All staff show a secure knowledge of their responsibilities to keep children safe. They can identify a wide range of signs and symptoms of abuse, including broader safeguarding concerns. They know how to raise concerns about a child in their care. Leaders ensure robust systems for monitoring the implementation of the safeguarding policies and procedures. All staff are vigorously vetted for their role to work with children. Staff access regular safeguarding and health and safety training to support them in their role.

What does the setting need to do to improve?

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

- enhance staff interactions during free play sessions to increase opportunities for all children to develop their personal, social and emotional skills.

Setting details

Unique reference number	2612375
Local authority	Bristol City of
Inspection number	10262522
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 2
Total number of places	30
Number of children on roll	19
Name of registered person	Clifton College
Registered person unique reference number	2612374
Telephone number	01173157576
Date of previous inspection	Not applicable

Information about this early years setting

The baby unit at Butcombe Nursery and Preschool at Clifton College registered in 2020 for children aged between 0 to 2 years old. It operates from 7.30am to 6pm as part of Clifton College, all year round. They have six members of staff working directly with the children, of whom two have a relevant level 6 qualification, three have a relevant level 3 qualification and one has a relevant level 2 qualification.

Information about this inspection

Inspector

Dominique Allotey

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 leaders and has taken that into account in her evaluation of the nursery.
- The inspector held discussions with leaders at appropriate times during the inspection and in a scheduled meeting.
- The inspector and the manager completed a learning walk together across all areas that are used within the college to understand how the curriculum is organised.
- The inspector observed children's activities and staff teaching, inside and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector looked at relevant documentation, including staff's suitability to work with children.
- The inspector spoke to parents, staff and children during the inspection and took account of their views.

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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