

# Inspection of The Green Umbrella Day Nursery

114a Milton Road, Weston-super-Mare, Avon BS23 2UW

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Inspection date: 26 July 2023

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Inadequate

## **What is it like to attend this early years setting?**

### **The provision is good**

The curriculum is well-designed and offers children a range of experiences across all areas of their learning. Young children thoroughly enjoy using tongs to sort the plastic bears. They listen to songs well and copy the snapping movements demonstrated by staff to help them use the tongs successfully. These young children play well together and receive praise for sharing the resources nicely. Older children have time to be quiet and calm. They choose favourite books and retell the story, explaining to the inspector how Lily has been unkind and blamed 'blue kangaroo' for something that he did not do.

Children show pride in their achievements. They keenly share their displayed artwork with the inspector, talking about their creation and what they know about rainbows. Staff respectfully invite children to join a focused activity and value their decisions. Toddlers are keen and motivated to learn, exploring the outdoor area on their bug hunt. Children learn to handle the bugs with care, and comment how they feel 'a bit slimy'. Children are keen to carry out their investigations independently, using tools, such as magnifying glasses, confidently. Older children show curiosity as they explore ice balloons. They share what they know about ice and how to make it. Children think how best to melt the ice and work together to achieve.

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

- The manager has good oversight of the curriculum. She regularly monitors the quality of staff interactions and the impact the well-designed curriculum has on children's learning. Staff know the children well, including their interests and what they need to learn next. They adapt activities successfully and interact well with children to help them engage in their learning.
- Staff concentrate on supporting children's communication and language skills effectively. Babies and younger children enjoy sharing familiar stories and hum along to favourite songs, such as 'Wheels on the bus'. Toddlers follow instructions well as they wash the dolls. They learn new language, such as 'armpit', and confidently show where their eyes are, as they begin to make connections between themselves and others. However, at times, staff do not engage quieter and less confident children to share what they know and support their language development even further.
- The special educational needs coordinator (SENCo) has good knowledge of her role and responsibility to identify any gaps in learning and create individual plans to help children make progress. The SENCo works closely with key persons, parents and other professionals to ensure that children with special educational needs and/disabilities receive effective support. This includes positive interactions to help children self-regulate and become more emotionally aware.

- The organisation of some group activities does not always consider the needs of children, so that they can engage in learning. For example, staff do not always consider how popular the 'what's in the box' activity is, and some children lose focus and attention.
- Staff take time to reflect on the learning environment and provide a welcoming and enticing play space for children to explore. Staff know children's interests and provide resources that help children settle quickly, such as favourite stories. Staff working with the youngest children carefully consider the play space, and ensure that there are opportunities for babies to pull themselves up, cruise and make choices, such as to explore sensory play.
- Staff have high expectations for children's behaviour, regularly reminding them of these expectations. They use appropriate strategies, alongside parents, to manage any minor disputes. Staff are quick to recognise situations where behaviour could deteriorate. For example, staff know when activities, such as parachute games, have gone on too long and children are becoming disinterested. Therefore, they listen to children, and give them tasks related to their interests, such as galloping like a horse or walking like a tyrannosaurus rex. Children are then able to re-engage.
- There is an effective key-person system which ensures that when staff are absent, children receive the same level of support. Children form strong bonds with familiar staff, feeling happy and secure. Key people ensure they gather essential information from parents when babies and young children start, so they can meet children's care needs successfully. For example, staff regularly review individual risk assessments and healthcare plans to ensure these are up to date and meet children's needs.
- The passionate manager, who is new to her role, supports the staff well to raise the quality of the care and education on offer. Staff feel empowered to develop their professional skills and feel there is a strong focus on their well-being. Morale is high and improvements are evident.

## Safeguarding

The arrangements for safeguarding are effective.

Staff implement regularly reviewed policies and procedures effectively to ensure that children remain safe. For example, staff record any injuries children arrive with and monitor these efficiently, alongside the designated safeguarding lead (DSL). All staff have secure knowledge of the possible indicators that a child is at risk of harm. The DSL understands her responsibility to report any concerns about a child to appropriate agencies. Staff use robust risk assessments to enable children to explore a safe and secure environment. They involve children in the process and provide children with clear explanations so that they can begin to keep themselves safe, such as the possible consequences of throwing sand.

## What does the setting need to do to improve?

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

- review the organisation of small-group times to ensure that children remain engaged and focused
- support less confident children more consistently to help them share their views and ideas.

## Setting details

<b>Unique reference number</b>	EY301877
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	10282641
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	49
<b>Number of children on roll</b>	65
<b>Name of registered person</b>	Busy Bees Nurseries Limited
<b>Registered person unique reference number</b>	RP900821
<b>Telephone number</b>	01934633021
<b>Date of previous inspection</b>	31 January 2023

## Information about this early years setting

The Green Umbrella Day Nursery registered in 2005. The setting is operated by Busy Bees Nurseries Limited. It is open each weekday from 8am to 6pm, for 51 weeks of the year. The setting employs 15 members of staff to work directly with the children. Of these, two hold early years qualifications at level 6, one at level 4, six at level 3 and three at level 2. The nursery receives funding for free early education for children aged two, three and four years.

## Information about this inspection

### Inspector

Rachael Williams

## Inspection activities

- The inspector discussed any continued impact of the COVID-19 pandemic with the provider and has taken that into account in their evaluation of the setting.
- The manager took the inspector on a learning walk to discuss the early years curriculum and what they want their children to learn.
- The manager joined the inspector on two joint observations: one with young children and another with pre-school children.
- The inspector read written testimonials and spoke with parents during the inspection and considered their views.
- The inspector observed staff interactions with children, and spoke to children and their key people during the inspection.
- The inspector conducted professional discussions with leaders and managers, the DSL and the SENCo during the inspection.
- A sample of documentation was discussed and observed.

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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