



Early Years Bannerman Road

Inspection report for early years provision

Unique Reference Number	EY275107
Inspection date	08 June 2006
Inspector	Sue Davey
Setting Address	The Early Years Building, Bannerman Road, Easton, Bristol, BS5 0RR
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Registered person	Bannerman Road Community School and Children's Cen
Type of inspection	Childcare
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Early Years Bannerman Road is part of Bannerman Road Community School and Children's Centre, in the Easton area of Bristol. It first opened in 1970 as Springwoods Nursery School and registered to provide full day care in 2004. It then joined Bannerman Road School and in April 2006 became a Children's Centre. The centre operates from a single-storey purpose-built building with separate playrooms for children aged up to two years and over two years. Each age range has their own fully enclosed outside play area. A separate room is available for a range of family and community services.

A maximum of 38 children may attend the centre at any one time. It is open from 08.00 to 18.00 each weekday throughout the year. There are currently 45 children aged from six weeks to three years on roll. Of these, five children receive funding for early education. Children aged up to five years may also attend, as wrap-around care is provided for those attending the nursery and reception classes. Most children come from the local area, which includes a diverse range of ethnic, cultural and social backgrounds. The centre currently supports children with learning difficulties and/or disabilities, and also supports a number of children who speak English as an additional language.

The centre employs 10 members of staff. Of these, nine hold appropriate early years qualifications and one is working towards a qualification.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's good health is maintained because staff follow effective procedures to minimise the spread of infection. The premises are clean, bright and well ventilated; staff are trained in basic food hygiene; and children learn to wash their hands after visiting the toilet and before eating. Children do not attend if they are ill or infectious. If they need medication for a specific condition, permission and detailed instruction is first sought from parents. However, there is no systematic recording of medicines given. Some staff hold up-to-date certificates in paediatric first aid and know what to do if accidents occur. If necessary, they seek additional training in order to carry out procedures related to children's medical needs. During warm weather, staff make sure that children are well protected from the sun when playing outside. Babies and children who need to sleep do so in relative peace and quiet. Clean bedding is provided for each child. Children learn to recognise their own need for sleep.

Children enjoy a variety of nutritionally balanced meals and snacks throughout the week. They also learn about healthy eating through planned activities. Staff are very aware of children's individual dietary needs and make sure supply staff or volunteers are also well informed. Children receive a hot cooked lunch every day. Halal and vegetarian options are always available, as is drinking water. Staff make sure that babies are fed and cared for according to their parents' wishes. The children's need for physical exercise is well recognised and supported. There is space for little ones to roll and stretch on the floor, and staff positively encourage their developing mobility. All children enjoy good access to outside play areas where they run about, ride bikes, and push buggies. They also benefit from weekly visits to a local gym where they have the opportunity to develop a wide range of physical skills still further.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are safe in the warm and welcoming setting. A thorough, up-to-date risk

assessment identifies potential hazards indoors and outside. Staff take appropriate action to minimise risks and they supervise children well. The building and outside play areas are fully enclosed and the keypad entry system to each playroom provides extra security. All fire exits are clearly marked and directions are given in words and pictures to make their meaning clear to all. Staff and children regularly practise emergency evacuation of the building. Toys and equipment are safe and suitable for the children's different stages of development. They are stored in low-level containers so that children can make independent choices and access them easily. Babies and toddlers, up to the age of two years, have a separate outside play area. It is thoughtfully designed to meet their needs and protects them from the more boisterous play of older children. There is rubberised safety surfacing in outdoor play areas to reduce the risk of injury if children take a tumble.

Operational procedures help to safeguard children's welfare. For example, a record is kept of all visitors to the centre, and collection arrangements ensure that children only go home with adults as authorised by their parents. Good recruitment practice means that before appointment, all staff undergo checks through the criminal records bureau. They understand their responsibilities regarding child protection issues and know where to seek advice if concerns arise.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time in the centre. They are happy, settled and busily occupied throughout the day. The consistent daily routine helps children to develop a sense of time and security. Carefully selected toys and materials meet a range of ability levels and children choose freely what they want to play with. Throughout the day, they engage in a balance of self-chosen and adult-led activities, indoors and outside. Staff skilfully use the Birth to three matters framework to plan and prepare developmentally appropriate activities. They are often based on children's own interests or relevant seasonal themes. For example, children sing songs and listen to stories about the summer. They discover the effect of sun on ice cubes and enjoy squeezing and chopping fresh fruit to prepare their own ice-lollies. They also learn about the importance of taking care of themselves in the sun as they choose a hat and have sun cream applied before going outside.

Staff know the children very well. They join in with their play and talk to them about what they are doing. They constantly observe and assess children's progress across all areas of development and use this information to plan further activities. Children play independently and alongside their peers. They learn to cooperate with each other through group activities and confidently seek the support of a familiar adult if necessary. Children play imaginatively with dolls and pretend food. They explore the properties of sand and water; develop manipulative skills by working with clay; and create 'roads' to walk along by building with large wooden blocks. They enjoy listening to stories and their general love of books is further developed by enthusiastic staff who use props to engage and encourage children's active participation. The small number of babies and toddlers are cared for well. They eagerly explore an interesting range of visually stimulating and tactile materials. The

consistent staff team give good attention, plenty of cuddles and reassurance to these youngest members of the setting.

Helping children make a positive contribution

The provision is good.

All children and families are fully included in the setting. They represent a wide range of ethnic and cultural backgrounds and a number of families speak English as an additional language. Some staff are bilingual and act as interpreters for children and parents. Many notices and displays in the reception area, are written in three different languages. The local further education college uses the centre to provide classes in spoken English, for members of the local community. Children play with toys and materials that reflect positive images of the diverse society in which they live. They also explore various cultural events and traditions throughout the year. Girls and boys have equal access to a full range of activities and staff respect their choice of playthings. Children with additional needs are cared for particularly well. Staff discuss individual children's needs with parents and hold regular reviews to monitor progress. They work closely with other professionals such as the speech and language therapist and use individual play plans to identify the next steps in children's development. The design of the premises provides good access for those with restricted mobility.

Children behave very well. They respond to staff's positive and consistent approach by learning to talk about problems encountered through play, such as sharing and taking turns. Staff are always at hand to guide and support children, especially those who have limited language or who struggle to make their needs known. Staff build good relationships with parents, which in turn helps children to feel more secure. A home visit is arranged at the start of the placement to give parents, children and staff the opportunity to get to know each other in a relaxed environment. Keyworkers meet with parents on a regular basis to share their observations and discuss the children's wellbeing. These regular meetings, plus photographs and displays of the children's work, helps to keep parents informed about what their children are learning. Parents have easy access to the centre's policies and procedures. If they have a complaint or concern, it is taken very seriously and dealt with appropriately. Discussions are currently underway to plan future support services and parents are encouraged to offer their own suggestions.

Organisation

The organisation is satisfactory.

Staff deployment and effective procedures mean that children are well looked after at all times. Continuity of care is provided through the key worker system and ratios of adults to children often exceed minimum standards. The recruitment system ensures staff are thoroughly checked for their suitability to work with young children. The management structure provides a good system of review and support for all staff. Training needs are identified and ongoing professional development encouraged. Staff meet together on a regular basis to reflect on practice, discuss individual

children and plan appropriate activities to meet their developmental needs.

Most documentation is in line with regulations. However, there are a few omissions in some records and the daily registration system is not always effective in keeping track of children's departure times. The National Standards are being met but there is a general lack of awareness of the criteria for some Standards, especially where it differs from school procedures. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection, recommendations were made to review policies and procedures regarding risk assessments, emergency evacuation, medication and behaviour management. Since then, there has been good progress although some documentation still lacks the necessary detail. Comprehensive up-to-date risk assessments consider all areas of the premises and day-to-day operation. This includes indoor and outside activities plus outings. Potential hazards are identified and appropriate action taken to minimise the risks to children and adults. All emergency exits have evacuation procedures displayed in words and pictures so that they are easy to understand. New staff and volunteers have an induction period when they receive instruction on operational procedures and familiarise themselves with the centre's policies. Consequently, there is a consistent approach to behaviour management and detailed written instruction is obtained from parents regarding the administration of medication. However, this is not followed up with a clear system to record any medicines given to children. Parents give written permission at the start of the placement for the seeking of emergency treatment or advice although, there are one or two omissions where children have been attending for some time.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- make sure there is a clear record of any medication administered to a child
- update knowledge and understanding of the National Standards.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk