



# Easton Community Children's Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	106942
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<b>Registered person</b>	Easton Community Children's Centre
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care, Crèche

## 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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Easton Community Children's Centre is a registered charity managed by local parents and care professionals. It first opened in 1985 and relocated to its current purpose built premises in 1999 which is situated on a shared site with the City Academy School in Easton. It opens five days a week all year round. Children share access to a secure enclosed outdoor play area. There is also a baby play area with a cushioned ground covering material and age-appropriate equipment. The Centre has a pet rat who is kept in a cage.

A maximum of 66 children may attend the nursery at any one time. In addition, a maximum of 12 children may attend the crèche or the play scheme at any one time. There are currently 118 children from under one year to up to eight years on roll. These include children who attend: the nursery, the crèche ( term time only) and the play scheme. Of these, 38 children receive

funding for early years education. The centre serves the local and surrounding areas. They support a number of children who speak English as an additional language

The centre employs a variety of staff including a cook, a cleaner and a finance officer. 23 staff including the Director and the Inclusions Coordinator have direct contact with children. Of these, 18 members of staff have a level three qualification and one has a Post Graduate Certificate in Education. The Director is a qualified teacher who has recently achieved the National Professional Qualification in Integrated Centre Leadership qualification. Three members of staff are working towards the level three qualification. The centre is involved in the Bristol Standard quality assurance scheme.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

The risk of infection to children is minimised and controlled through effective practices and procedures. Staff remind children to wash their hands before meals and this is included in the routine. Tables are cleaned with anti-bacterial spray after activities and before meals. The Centre is a clean environment for children to use. Childcare staff are responsible for making sure that some areas are clean. They use weekly cleaning forms to ensure the task has been completed. A cleaner is employed who cleans the building each evening after the Centre is closed.

Staff ensure that children who are ill are appropriately excluded so infection is not transmitted to others. There is a clearly set out sickness policy which is available to parents. Notices are displayed in several areas in the Centre to make parents aware of time when infectious illness has affected children. Staff seek advice from the environmental health department to ensure that additional precautions are taken to stop the spread of strong strains of illnesses which are also present in the wider community. Children have prompt attention to minor injuries as all members of staff have completed first aid training and a first aid box is available in several areas. However, in one area the contents of the first aid cabinet has not been checked regularly as required by the Centre's procedures.

Staff have very good procedures in place to protect children who have severe life threatening allergies. They are able to respond rapidly in an emergency as they have had training from health care professionals and know how to administer medication by injection. Parents remain fully involved in the precautionary arrangements and they have the freedom to check that the medication is in the cupboard each day

Children's dietary needs are met very well as information is clearly recorded in several places such as individual records, base room list and a cook's list in the kitchen. They have nutritious and satisfying meals that are freshly prepared on the premises for example, a full breakfast of scrambled eggs, beans and toast is provided so that children's energy level is sustained throughout the morning and they do not get hungry. Lunches are equally nutritious consisting of a protein based dish such as chicken with vegetable and starches such as rice and pastry.

Staff sit with children and eat lunch to show good examples of table manners. Older children are developing an interest in food and they talk happily about the food they like.

Children in the play scheme have their nutritional needs met through packed lunches provided from home. Staff are aware of the contents of the lunch boxes and through discussion, ensure that parents are providing suitable foods which do not contain excessive amounts of sugar or fat contents.

Children do not become thirsty as they have frequent drinks with snacks and meals. Water is offered to babies who have their own cups which are accessible throughout the day. Extra water is also available to older children who ask staff for a drink. Beakers and water bottles are provided where children can see them.

Children have many opportunities for energetic play in the excellent and exciting outdoor facilities provided at the centre. Babies play in a safe area, in their own playground outside their base rooms. A special cushioned covering on the ground, ensures that children can develop their mobility skills safely without hurting themselves if they fall. Older children enjoy outside play in most types of moderate weather. Large stationary equipment is provided for imaginary play. They enjoy physical activities where they climb, walk across bridges and crawl through smaller spaces. Children also use equipment like space hoppers to bounce and travel forwards. They manoeuvre wheel barrows by gripping the handles and balancing the weight of the equipment on alternate arms to develop strength and control of the large muscles of their arms. Staff occasionally use free play planning forms to provide more structure for children when they play outdoors and to ensure that they have access to all the equipment.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

The Centre is a welcoming environment for children and their parents. It has a spacious entrance hall with administrator's office where parents can see staff at the beginning and at the end of the day. General information well presented and displayed on several notice boards. For example, the staff structure along with their photographs. Other documents displayed include: Centre information, the registration documents and the complaints procedure. There is also a selection of community notices and information on parents training and childcare developments. Comfortable seats are provided for parents to sit and browse through the information if they wish to do so. Children have a sense of belonging as they have their own coat pegs with symbols and their names. They also have their own bags and draws to store work and personal items.

The Centre provides a wide range of good quality toys and play equipment to support children's play and to promote their development in all areas of learning. Each base room is well equipped with material for: art and craft, imaginary play, books and sensory stimulation toys. There is also a wide range of attractive outdoor play equipment. All toys and equipment are safe and fit for the purpose as they are purchased from educational suppliers. Staff make regular checks to ensure toys are not broken during use and does not become hazardous to children.

Children are cared for in a generally safe environment. Staff are aware of potential hazards to their safety and they take action to keep children away from danger both indoors and outdoors.

The premises are kept secure by a magnetic front door locking system with an intercom and close circuit television which is connected to each base room. Staff are able to see who is calling before releasing the lock on the entrance door. General assessments of risk are carried out regularly to ensure the centre remains a safe environment for play for example, accidents that occur during play are recorded together on a form and staff use the information to assess if certain types of equipment or areas have previously unidentified hazards. Children can leave the premises quickly in an emergency as staff have developed effective evacuation procedures. Fire drills involving the children are practiced regularly. The fire procedures are clearly displayed in each room. However, there are some hazards present which are a risk to children such as, overgrown plants in the baby play area, a gap in the wall in a nursery education room and the cleaning equipment which is stored in the conservatory.

Children's wellbeing is safeguarded and promoted as staff have a good understanding and experience of child protection and related issues. They know the procedure for reporting concerns and that the Inclusion Coordinator is the appointed person who is responsible for liaising with social services. Staff are vigilant in observing signs of abuse and have a procedure for recording possible signs and discussing them with parents. All staff have completed a comprehensive child protection training course which was facilitated by a nationally known child protection agency.

### **Helping children achieve well and enjoy what they do**

The provision is good.

Children under two years thrive and are progressing well in the setting. They are happy and show a sense of curiosity during play. Sufficient staff are present to meet needs such as, nappy changing, sleep times and milk feeds in line with children's individual routines. Children have loving care with lots of close contact and encouragement as they explore the environment, playing with toys that stimulate senses of vision, hearing and touch. Children are alert and staff provide a number of stimulating activities in line with the Birth to three matters framework to allow them to express their emerging creativity. For example, Halloween painting activities using paints and sparkling accessories and activities where they explore the texture of sand. Some older babies show good hand to eye coordination as they use small equipment such as scoops and containers.

Children between 18 months and under three years are doing exceptionally well and are confident learners who interact with others and with the full range of resources in the environment. Their large and bright room overlooks the exciting garden creating a sense of more space and of being part of the outdoors. The room is well organised to enable children to have access to a selection of play material including books and items for imaginary play such as, buggies, doll and small world figures. They select books for reading and have familiar stories which they enjoy acting out during imaginary play. Staff support their activities through minor but useful intervention such as pulling a curtain in a small side room to help create the atmosphere for imaginary play about a dark forest.

Children enjoy construction activities and during free play they build high vertical structures using interlocking rectangular blocks. As with the babies, Children, also have activities in line with the Birth to three matters framework. For example, they experience the sensation of being

wet during water play. Staff remove their outer clothing, shoes and place protective covering on the floor. Clean towels and dry clothes are available for each child.

## Nursery Education

Children show increasing independence and link up with others to select and carry out activities. They play well together in groups and are friendly and supportive towards others. Older boys work purposefully together to build large connecting structures on wheels. They know to take turns when adding the pieces and agreed when the structure is complete. Children are confident in approaching adults and asking appropriate questions about new things or people they observe around them. Children show a sense of trust in the adults and return to them often for advice or to show work they have done. Behaviour is generally good. Some children have strong personalities and occasionally challenge the boundaries and the rules of the setting for example, being over excited in story time and talk instead of listening. However, most staff are skilful at managing this spontaneous type of input and it does not have an adversely affect on children's learning as they settle quickly.

Children are very articulate. They express their feelings and needs well and communicate clearly with adults and their peers. They show a strong interest in books with stories. The Centre has a wide selection of interesting and well illustrated books which are displayed well and accessible to children. They visit the book corner independently and select what they want to read or take the book to an adult and ask for the book to be read to them. Children choose familiar stories and listen with attention recalling parts of the story and repeating recurring phrases such as "Don't wake the baby!" They know that information is relayed in the form of print and labels as staff provide individual name labels for meals times, draws and coat hooks. Most children can recognise their name without the need of the symbols used for babies and toddler age groups.

Children are making good progress in mathematical development. They recite and count numbers up to 20 confidently. Some children counted up to 26 during circle time. They know that the last number is the total number of children present and are beginning to use their fingers as a visual aid when counting smaller numbers up to 10. Staff provide resources to help children begin to develop mathematical ideas during play. They are learning to match and sort items by size and colour. Children can match small, medium and large bears to a layout on a board. They know the primary colours and used language such as big and little. Staff provide other resources such as floor dominos which help children to problem-solve together and to visualise numbers in dots.

Children are familiar with the use of technical equipment such as computers. They have access to educational games when they use mouse control and learn how to click and respond to voiced instructions from the programme. Some children have very good understanding of the way the equipment operates. A long stool which seats three children is available and they sit and help each other even when it is not their turn. Children show a strong sense of self as members of different communities and can describe significant events for their families. For example, a child from Moslem background proudly wears a 'Happy Eid' badge on her shirt. Staff engage her in conversation about the celebrations which took place at the end of Ramadan. Children enjoy painting. They explore creating patterns using different coloured paint. Staff

provide a selection of vivid colours for children to use to paint Diwali pictures. An excellent visual effect is achieved by displaying the individual posters together. Children also explore their sense of taste in a food tasting activity to recognise Diwali. Staff provided dates which are unfamiliar to most children. Children taste the fruit and compare it to something they know.

The quality of teaching and learning is good.

Staff show a good understanding of teaching methods for children and engaged though talk, encouraging to them talk about themselves and the experiences they have when they are with their families. Suitable activities planned to help children make progress along the stepping stones. The unit manager is responsible for the overall planning and key worker take responsibility for planning activities for their group. The current topic 'All about Me' enables new children to share information and for staff to further understand about their backgrounds. Staff plan further themes using the information they get from children as a central part of all future themes or topics.

Procedures are in place to ensure that children have smooth transitions to reception classes. Staff have close links with a local school that provides a "lead teacher" to help with planning appropriate activities to enhance nursery learning and support children's integration into the more formal educational setting. Staff have evidence of previous short term and key groups activities. These are clearly set out on planning forms with the learning intentions. Some activities are child initiated and others are adult led in key groups. However, as with activities in the baby rooms and the toddler area, there is insufficient evaluation of activities recorded to assist with future plans. Evidence of work displayed is displayed to consolidate children's learning and to help them develop pride in their achievements. Children are observed during play and their progress is recorded in their individual folders the information is later added to their Foundation Stage Profile book.

The play scheme.

Children enjoy meaningful activities during school breaks. A range of art and craft activities are available for children to choose from. They also have imaginary play with a large dolls house and small world figures. Children are given the choice of how they spend their recreational time. Staff make sure that there is sufficient routine, change and structure to support the children during the day. For example, they have story time and soft play in the soft play room and outdoor play in the garden when younger children are not present in the area.

### **Helping children make a positive contribution**

The provision is good.

Staff have thorough understanding of each child in their unit and have various ways of making them feel valued and special. This includes induction procedures for children of different ages who are new to the nursery. Key workers spend time talking to parents and children and write down information about the child's needs. Parents can stay in the room with their child or wait in the comfortable community room where they are to comfort children if they become too distressed. Children's medical and dietary needs met well through duplicate systems which

ensure that all staff are aware of the need. For example, information is written in children's files, staff have discussions and notices are placed in the base rooms and kitchen.

Children are cared for in a vibrant, enriching multicultural environment as they come from many different ethnic and social backgrounds. Staff facilitate the understanding and appreciation of differences by recognising and acknowledging important cultural celebrations with appropriate activities such as art, craft or food tasting. Children have positive role models from their own backgrounds as they are cared for by some staff who reflect their own culture. All staff are united under the Centre's aims of providing good quality care for children.

Children who have additional needs make steady progress as their needs are identified in a systematic way and staff work with parents and care professionals to develop suitable methods for working with each child who has additional needs. The Centre employs an Inclusion Coordinator and also has an Inclusion Worker who are responsible for liaising with parents and for developing play plans. Children have a very good service as the coordinator has extensive links to city-wide professionals such as the inclusion team at the Bristol Education Centre and also Tyndall Park Children's Centre. Excellent documentation of concerns and the work carried out with children are maintained in order to provide useful resources to any professional who is required to review the centre's input of care to individual children.

Younger children behave very well and respond positively to adult instruction. They have close and loving relationships with their adult carers who show genuine fondness for the children as they happily discuss the achievements they make during play. Many older children have very outgoing and enquiring personalities which has a positive impact on their behaviour and learning. Established staff know the children well and channel their enthusiasm and exuberance into learning by answering their impromptu question and then bringing them back to focus on the task. The centre has a well set out positive behaviour policy. Methods include: helping children to express their feelings without using aggression; adults giving children attention for positive behaviour; and liaising with parents and specialist involvement if behaviour problems persist. However, though practiced by most staff, there is no information on adult responsibility for showing children good example and some temporary staff do not always use positive methods to manage behaviour and there is a risk of giving children incorrect messages about the purpose of boundaries.

Staff have established close and trusting professional relationships with parents in order to provide continuity of care for children. Parents have regular exchange of information through feed back with key workers. Parents notice boards are also located outside the base rooms and has information about the weekly topic and activities. Parents are invited to discuss the care of their children in detail during parent's evenings which are organised periodically to keep parents up to date with progress. There is also a regular newsletter and an annual report.

Partnership with parents and carers is good. Staff work closely with parents to ensure they know the learning plans for their children. They try to engage them in getting involved with learning processes and parents are encouraged to spend a little time with children at dropping off time to complete their planning book for free play. Pictures of activities are available to help parents and children decide what to write. Parents know the current learning topic as the planning forms with the learning intention are displayed on the notice board. Staff work with



parents to ensure pathways for further development both in the setting and when children are ready to leave for the reception class. All assessments and Foundation Stage records are discussed with parents before passing them on to the reception teacher when children leave.

Spiritual Moral Social and Cultural development are fostered well in the lively multicultural environment. Children come from many different religious backgrounds. The celebration of festivals with activities has a spiritual significance. Children learn about morals and get a sense of right and wrong through stories which make them think about what is right and wrong.

## **Organisation**

The organisation is good.

Effective procedures are in place for vetting and recruitment of staff. Staff files contain evidence of job interviews, references, induction, probation period review and recent training. There is also evidence of Criminal Records checks. All unit managers are well qualified. They have Level 3 qualifications and two have completed the Advanced Baby Practitioner course. Staff are deployed effectively to meet the needs of children.

The adult to child ratio is maintained in all areas and extra staff are available to cover lunch breaks. Childcare staff work directly with children as the nursery employs several support staff such as, a cook, cleaner, finance officer and an operational manager. There is also some support from the caretaker of the City Academy school.

A high number of staff have level 3 qualifications as the Centre actively promotes the training of staff who are working towards the National Vocational Qualification at level 3. The Centre also has it's own casual staff bank to cover unexpected absences.

Records relating to individual children are developed as required. They include information about children and their families and also assessment and progress documents. Parents have access to information about their children and see their files at parents evening or on request. They have daily access to planning books and have the opportunity to be involved in their children's learning. Some records are retained and others such as the Foundation Stage Profile book are shared with the reception class teachers at the schools children attend when they leaves the centre. The director understands the need to inform the regulator of significant changes and events which happen on the premises.

Leadership and management is very good.

The director has nationally recognised leadership qualification and is very enthusiastic and committed to the further development of the centre to meet the needs of the community. She provides inspiring leadership to the staff and this ethos is shared by senior staff who strive to improve the services for children and to involve parents to pass on good practices. A clear leadership structure in place for all staff with line managers who have responsibilities for supervision and appraisals. The Centre has a mission statement and a clear sense of direction which is outlined in the annual report. Developments and achievement include: the success of two staff in achieving NVQ3 qualification and the establishment of the crèche for children whose parents attend courses at the Beacon Centre.

Staff have regular in service training as a group. The Centre is closed to children to allow all staff to be present. The director and senior staff are aware of the strengths and weakness of the provision. They run a yearly self evaluation programme through the Bristol Standard for Day Care. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

At the last care inspection, staff agreed to recommendations to implement a positive behaviour management policy and to ensure that children's need were met when they progressed from one unit to another. Staff also agreed to increase children's opportunities to play outside.

Most staff are now aware of the positive behaviour management policy and evidence of good practice is observe in their interaction with the children. However, they have not met the recommendation fully as some casual staff still used inappropriate methods to manage unacceptable behaviour. Children's needs are met well when progressing from one unit to the other. Staff have a list of planned changes depending on age. They make sure that children are emotionally ready to change before introducing them into the new area. Children now have many opportunities to play outside. The recently developed outdoor area is fully equipped with enjoyable, challenging equipment which promote healthy physical development. There is also an outdoor covered area to support the outside activities curriculum enabling children to have general activities in the fresh air.

At the last inspection of nursery education, staff agreed to recommendations to develop assessment records to link with the stepping stones; provide a stimulating range of accessible material to encourage children's creativity and to develop children's behaviour at meal times.

Children assessment records now show clear links with the stepping stones towards the early learning goals as the Foundation Stage Profile book is used to record progress. Children now have access to a range of stimulating material to promote their creativity. These include painting, craft and imaginary role play. Children's behaviour is managed well at meal times with some children helping to lay the tables. Staff sit with children at lunch time and show good examples of correct table manners.

### **Complaints since the last inspection**

Since the last inspection, there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

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

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are good.

### 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):

- assess the risk to children in relation to: plants in the baby play area; broken plasterwork in the nursery education room and the storage of cleaning equipment in the conservatory
- improve procedures for promoting children's good health and ensure that the contents of the first aid box are checked regularly and replaced as necessary
- further improve procedures to promote positive behaviour and ensure that all casual and permanent staff are aware of the contents of the behaviour management policy, show children good examples and use appropriate methods to moderate any unacceptable behaviour that is displayed.

#### The quality and standards of the nursery education

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

- improve teaching and learning of nursery education and assess and evaluate children learning from planned activities and use the information to inform future planning

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