



Brentry & Henbury Children's Centre

Inspection report for early years provision

Unique Reference Number	EY273368
Inspection date	17 February 2007
Inspector	Sue Davey
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Registered person	Brentry & Henbury Children's Centre
Type of inspection	Integrated
Type of care	Full day care, Out of School 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 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?

Brentry and Henbury Children's Centre first opened as a Neighbourhood Nursery in May 2004 and became a Children's Centre in 2006. It operates from purpose built premises, within the grounds of Brentry Primary School, in Brentry, Bristol. The centre serves the local community and surrounding area. The nursery building comprises five playrooms, plus kitchen, office and toilet facilities. There is also a separate building adjacent to the nursery, known as the community centre. All playrooms and the community centre, have direct access to fully enclosed, outside play areas.

The centre offers a wide range of community services to children and their families. This includes a full day nursery and holiday play scheme. It opens each weekday throughout the year (excluding bank holidays) between 08.00 and 18.00. The nursery is registered to care for a maximum of 89 children at any one time who are under five years of age. The holiday playscheme

may care for 24 children aged from four to under eight years, although children aged up to 11 years may also attend. Currently there are 221 children on roll, from birth to under five years. Of these, 85 receive funding for nursery education. The nursery supports a number of children with additional needs and some who speak English as an additional language.

The centre employs eight part-time and 25 full-time staff to work with the children. Over 70% of staff, including the manager, hold relevant early years qualifications to level 2, 3 and above. There are nine staff currently working towards a recognised qualification, some at degree level. The centre receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is well maintained and the spread of infection minimised as staff follow effective policies and procedures. For example, regular and thorough cleaning programmes are carried out in each room, if children are ill or infectious, they do not attend until well again, and the 'no shoes' policy in the baby unit, means little ones can explore on a clean floor. Children learn from a young age the importance of good hygiene as they wash their hands before meals and after visiting the toilet. A number of staff hold up-to-date certificates in paediatric first aid. They know how to deal with accidents and records show that parents are always informed. If children require medication, written permission is first obtained from parents and a record kept of any medicines given. Staff record information from parents about children's care routines and dietary needs. Consequently, babies follow their own feeding and sleep patterns, and the well-planned menus cater for children with food allergies or cultural preferences. Meals and snacks are freshly prepared to a very high standard. They provide children with a well-balanced diet that contains plenty of fresh fruit and vegetables.

All children regularly play outside in the fresh air, as each playroom has direct access to the garden. They enjoy the space and freedom to run, jump, climb and pedal or scoot wheeled toys. Suitable equipment encourages children to develop physical skills, such as throwing, catching and kicking a ball, balancing on low-level beams and developing spatial awareness as they avoid bumping into others. Indoors, children follow instructions to move and dance to music. Babies have space to roll, stretch and crawl. When appropriate, they are encouraged to practise their first tentative steps under the watchful eye of caring and supportive staff. Babies and young children, who need to sleep or rest, are able to do so in peace and quiet.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The spacious building provides an attractive and safe environment for children to play and learn. Parents and children are made to feel welcome as they are greeted at the door by friendly staff. A record is kept of all visitors to the premises and the keypad entry system to each playroom provides extra security. The large outside play areas are fully enclosed. There are comprehensive risk assessments in place, covering all areas of the premises, operational procedures and outings. Staff are vigilant and supervise children well. They identify potential

hazards and take action to minimise risks. Fire exits are clearly marked and staff regularly practise, with the children, emergency evacuation of the building. All playrooms are well proportioned and thoughtfully laid out so that children can move about safely.

There are plenty of good quality toys and resources, designed to meet the children's different ages and stage of development. In addition, children have frequent opportunities to explore various natural materials, while under close supervision. They learn to take responsibility for their own safety, for example, by using scissors sensibly and not running about indoors. Children have easy access to toys and materials. They are stored in low-level containers so they can see what there is and know where things belong. At the end of a session, children help tidy away the items they have been playing with. Children's welfare is further safeguarded through sound operational procedures. For instance, all staff are thoroughly vetted before appointment. They attend regular child protection training and know when and where to seek advice if concerns arise. Parents are fully informed of the setting's responsibilities in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and busily occupied during their time in nursery. Most arrive eager and ready to play, but even those who are reluctant to say goodbye to their parents, settle quickly with a reassuring cuddle from a familiar adult. The effective keyworker system means that all children receive continuity of care from staff who know them well. The consistent daily routine also helps children to feel secure, as they know what to expect throughout the day. This is further encouraged by a visual timeline, which sets out in sequence, pictures of daily activities. Staff working with babies and children under the age of three years, use the Birth to three framework to plan activities and assess progress. These youngest children have access to a wealth of toys and materials designed to stimulate their exploratory impulse across all areas of learning. However, some planned activities, often related to a topic, are not so meaningful or relevant to their stage of development. Throughout the nursery, children independently choose what they want to play with. They also join in with small and large group activities and happily come together for stories and songs. Staff take time to listen and talk to children. They record their observations and use the information to complete assessment records. However, it is not always clear how this links to planning for the next steps in children's learning.

Nursery education

The quality of teaching and learning is good. Staff meet regularly to share their observations and discuss how they will extend children further. Weekly planning focuses on children's interests and sometimes includes seasonal or cultural events. However, there is not always enough consideration given to all areas of learning. Staff set out various toys and resources although, children are free to choose what they want to do and whether to play indoors or outside. Staff interact well with children and ask open-ended questions to make them think. However, the daily routine does not easily provide opportunities for staff to make sure all children are supported. During snack time, staff ask their key children what they did throughout the session. This helps children develop good memory and recall skills and shows their keyworker what they are interested in.

Children are eager to communicate; they describe what they are doing, join in with familiar songs, and often use basic Makaton signing as well as regular speech. Throughout the session, children are encouraged to make up and tell 'their story' to a member of staff. At group time, it is read out to all the children and they join in by acting out the story. This new approach has a positive impact on children's communication skills, imaginative thinking and self-esteem. Children have good access to writing materials and they learn basic phonics through the 'letter of the week'. Most children can read their own name as they self-register when they arrive. They gain a concept of number through play and everyday activities. Children count each other in a large group. They work out how many times to push the button to programme 'Bee-Bot' to move the required number of places, and they check if there are enough pieces of fruit for everyone at snack time. Children experience volume and capacity as they pour their own drinks or dig in the sand. They use mathematical language such as big, small and longer than. They demonstrate good mouse skills when operating simple computer games and understand the need to 'make Bee-Bot forget' by pressing the cancel button.

Children develop an awareness of their environment through daily outside play. They notice the changing seasons and effects of the weather. For instance, at group time, the children announced, "It's windy because the trees are blowing". One child gazed in wonder at the birds flying around the garden and pointed out a nest high up in a tree. Children play imaginatively. They act out different characters in role-play, make up imaginary worlds with small-scale toys, and create pictures and models from a wide range of materials. A child spent considerable time and concentration in creating her version of a Chinese dragon from lollipop sticks and lengths of material. Another child came in from the garden, helped himself to a pot of water and a paintbrush and carefully carried them outside to 'paint' the play-house. In this way, children show they are independent learners and staff help them progress further by fully supporting their own ideas.

Helping children make a positive contribution

The provision is outstanding.

The Children's Centre has an open and fully inclusive admissions policy. It welcomes all families from the local area and provides many additional services to meet their needs. Children, staff and parents enjoy positive relationships with each other. Children are highly valued and respected by caring staff who, in partnership with parents, ensure their individual needs are identified and met. There is a wide range of books and resources that show positive images of our diverse society. This helps children learn to appreciate the differences and similarities between themselves and others. They become aware of the wider world through exciting activities and traditional events. For example, children eagerly tried on a Chinese dragon costume; they watched and listened as the story was acted out; and tasted a variety of traditional foods. Staff respect children's cultural and religious backgrounds and make sure they provide appropriate care according to parents' wishes. Any children with additional needs are very well supported. The full-time Special Educational Needs Coordinator (SENCO) works with staff, parents and other professionals to help children reach their full potential. The layout of the playrooms, displays and activities are adapted to ensure all children can fully participate and make progress. Makaton is used widely throughout the nursery so that all children are included and encouraged to communicate.

Children behave very well in response to staff's consistent and positive approach. If conflict develops through play, staff take time to acknowledge feelings; understand the situation; and help children negotiate a positive outcome. Consequently, children learn skills to help them manage their own behaviour and consider the needs of others. Staff further support children's learning by encouraging them to work together to help each other solve problems. Overall, children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is outstanding. Parents are warmly welcomed by staff who spend time getting to know them and their children. At the start of the pre-school sessions, parents use the learning diaries to record what their child has planned to do that day. They have regular contact with staff who share verbal and written feedback about children's achievements. Activity plans are displayed as are examples of children's work. In this way, parents understand what and how their children learn in nursery. The setting also runs a number of additional services for parents and children. There are various age-specific PEEP (Peer Early Education Partnerships) groups for parents to attend with their babies and children. There is a support group to encourage mothers with breastfeeding, Stay and Play sessions, Chill and Chat for young parents, Music Makers and Active Tots. Sessions are facilitated by experienced and caring staff who support parents to play with their children, learn good communication strategies and develop positive relationships with each other.

Organisation

The organisation is good.

The manager employs sound operational procedures, which provide a strong framework for the day-to-day running of the centre. She is approachable, friendly and caring, and consequently enjoys good relationships with staff, parents and children. Effective recruitment and vetting procedures ensure that children are well protected and cared for by appropriately qualified staff. Group sizes and staff deployment contribute to children's health, safety, enjoyment and achievement. All necessary records and documentation are carefully maintained and stored securely. Information held on children is shared with parents, who sign and date it as appropriate. The staff work effectively as a team and support each other in their care of children. They meet regularly to discuss practice and have recently started working towards a recognised quality assurance scheme. Overall, the setting meets the needs of the range of children for whom it provides.

Leadership and management are good. The nursery teacher and deputy manager take responsibility for monitoring the effectiveness of the Foundation Stage curriculum. They work closely with staff and children, role modelling good teaching practice. Together, the staff team consider new approaches to their work with children and constantly seek to improve. They have excellent access to training and some are currently working towards level 3 qualifications or a degree in early childhood studies. All staff have regular reviews with a senior practitioner and take part in the appraisal system.

Improvements since the last inspection

At the last inspection, the setting was asked to improve security arrangements and to make sure that parents countersigned the medication record. Since then, sound procedures have

been put in place to safeguard children. A keypad entry system has been installed on the front door. This means that parents and visitors are required to ring the doorbell to gain access to the building and are greeted personally by staff. Once in the building, children are safe because they cannot leave the premises unsupervised. If a parent requests that medication is administered to their child, prior written permission is obtained, a record kept and the parent informed at the end of the session. Staff ask parents to sign the medication record to show they have been told when the last dose was given.

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 complaint record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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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):

- further improve observation and assessment to identify more clearly what children need to learn next (also applies to nursery education)
- make sure planned activities for children aged under three years, provide meaningful experiences in line with their stage of development

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):

- make sure planning gives equal consideration to all areas of learning
- further develop the daily routine to ensure all children are well supported

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education (HMI ref no 2599)* which is available from Ofsted's website: www.ofsted.gov.uk