

Knowle West Children's Centre

Inspection report for early years provision

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| Unique Reference Number | EY367570 |
| Inspection date | 11 July 2008 |
| Inspector | Yvonne Campbell |
| Setting Address | Knowle West Children's Centre, Leinster Avenue, BRISTOL, BS4 1NN |
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| Registered person | Knowle West Children's Centre |
| Type of inspection | Childcare |
| Type of care | Full day care, Sessional 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 good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Knowle West Children's Centre is managed by the Governing Body which includes parents of the children who attend. The centre is funded by Bristol City Council and also has Locally Managed School status as it provides early years education for three and four-year-old children receiving nursery education funding. It opened in 2008 and operates from self-contained premises in Knowle West, South Bristol. A maximum of 92 children may attend at any one time. The centre opens five days a week all year round, from 08.00 to 18.00. Children receiving nursery education attend from 09.00 to 15.00, term time only. All children share access to a secure enclosed outdoor play area.

There are currently 82 children on roll. Of these, 19 are on the Special Educational Needs Register and some children have statements of needs. The setting serves the local community and surrounding areas. A number of staff are employed to work directly with the children: three are trained teachers, including the head teacher, and 18 members of staff have Level 3 qualifications, of these, two also have degree level qualifications and one has gained Early Years Professional Status. Two further member of staff hold Level 2 qualifications. Child care and education staff have support from a full time admin worker, three School Meals Supervisory Assistants and a caretaker for the premises.

The centre has achieved validation for the Bristol Standard in Day Care quality assurance scheme.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is actively promoted through well established daily routines and effective practices. From an early age children learn the importance of washing their hands and they do so before snacks and after messy play or using the toilet. The toilet areas are very accessible from each of the base rooms and staff support children by reminding them to use lots of soap. Children are also learning to take some responsibility for keeping their clothes clean and they know they should put aprons on when painting. Staff help children to develop awareness of how germs spread by encouraging them to cover their mouths when coughing. Other children show they understand by spontaneously copying the coughing action and also covering their mouths. Children are appropriately excluded when unwell to prevent the spread of infection to others. Parents are aware of this policy as a statement is included in the centre's prospectus.

Thorough written procedures are in place which ensures that children's medical needs are met and when required, medication is administered safely to relieve symptoms. Parents provide prior written consent for staff to administer prescribed medication to children and medication records are checked and signed by parents on a daily basis until treatment ceases. Children receive prompt attention when they sustain minor injuries during play as a number of staff have current first aid certificates and first aid boxes are fully equipped and accessible in all areas.

Children enjoy healthy snacks and know that fruit is good for them. They choose slices of freshly prepared banana, apples and pears and know they should drink 'lots and lots of water'. Milk is also available at snack time. General dietary needs are met through discussion with parents on the initial home visit. Staff ensure relevant information about food preferences or allergies is recorded and shared with other staff and also the contracted caterers who supply cooked lunches. Parents are given support in providing healthy food for their children and from time to time they attend specially organised breakfast clubs with their children.

Children engage in a range of activities to promote their healthy physical development. For example, younger children enjoy outside play in an enclosed outdoor area outside the base rooms. They enjoy exploratory play using large boxes which they go in and out of and try to fit into with their peers. Children construct walkways with planks and blocks and are learning how to balance to walk from end to end. Children also develop large muscle skills as they use mobile toys, such as scooters and tricycles, and as they move confidently around the lower section of the play area when they manoeuvre buggies with dolls. Older children play in their own large play area where they have access to a climbing frame and they link up to play with others for playground games and activities, such as riding as passengers on large tricycles.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in modern premises that are clean, spacious and well lit with natural lighting as large low level windows are in place in all base rooms. Also, the doors to outdoor play areas have large glass insets which create an added sense of space and also enable children to observe the outdoor environment. The building is safe and fit for purpose as it has been

refurbished and extended to ensure it has space to accommodate the various functions of a children's centre. For example, children are allocated into various sections according to age and the type of care they have. These include: a unit for babies under two years who receive full day care; adjoining base rooms for children two to three years some of whom receive sessional care; and a self contained nursery education section. All areas are secure and access through the main entrance is monitored by a call system. Closed circuit television monitors are in place and staff identify all callers before releasing the door.

An excellent range of toys and equipment made from various materials are provided to support learning in all areas. Toys are safe for children to use as they are age-appropriate, of good quality and are purchased from reputable educational suppliers. Staff make checks when setting out and putting away toys to ensure they remain in good condition and are not hazardous to children. A comprehensive risk assessment of the premises has been completed by the head teacher. The awareness of risks to children is ongoing so all staff take responsibility for risk assessing activities they present to children, including travel, trips and outings. The caretaker completes daily checks of the outdoor areas and equipment and a yearly risk assessment is made of large stationary playground equipment by a specialist health and safety organisation. However, a fire extinguisher is accessible to children as it is positioned at a low level in Blue Room and this is not included on any current risk assessment. Children are familiar with the procedure for leaving the building quickly in an emergency as fire drills are practised periodically and evaluated for effectiveness by staff.

Clear and well thought through procedures are in place for safeguarding children. Staff have good understanding and experience in dealing with issues of abuse and they know the signs and symptoms which may cause concern. Staff work closely with social care agencies including Children and Young People's Services and when required, monitor identified children's well-being and provide written reports for case conferences. A safeguarding children policy is in place and includes the action to be taken in the event that a member of staff is accused of abuse. A statement on safeguarding children is accessible to parents and included in the centre's prospectus.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and excited as they arrive in the centre. They are welcomed at the entrance by a senior member of staff and have pleasant social exchanges before moving onto their base rooms with parents. Younger children enjoy welcome time on the carpet and the small group of children present ensures that children who are less confident or have communication problems can also share within the small group and talk about social events such as birthdays. Staff also make sure that children feel reasonably comfortable with adults they are not familiar with by introducing them to children and saying how long they will stay.

Children are encouraged to be independent and they select activities for free play. They have planning time when they choose where they want to play or which activities they want to be involved in. Rooms are organised well so that children can see and access play resources from child-height storage positions. Some children who have special needs have activity planning areas within the base rooms. Communication of their needs is enhanced by the practice of children returning to these planning areas from time to time with the key worker to keep children informed so they are not confused by changes in the routine. Symbols in their folder enable children to show staff what they want or which activity they want to be involved in.

Children undertake planned adult-supported activities to promote their development in specific areas of learning. For example, children are engaged in a paint mixing activity. They explore their creativity as they make patterns on the cellophane sheet using their fingers or paint brushes in physical actions which support emerging mark making and writing skills. Children are also learning to differentiate and call the colours by name. They also explore the change which happens when more than one colour is mixed together. Staff are very interested in what children do and support them with praise, encouragement and open celebration of achievements. Speech is also extended as some children learn to express their preferences to say which colour they want next. Staff also introduce key words to extend children's vocabulary. Progress is monitored on an ongoing basis through observation and photographs of children during play. These are shared with parents who have access to children's records and learning stories.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met well as staff have good all round knowledge of each child's background. They work in flexible and creative ways to reduce any effects which prevent children from making progress in their social and intellectual development. Each child is valued as an individual and where possible, staff adjust arrangements to meet specific needs. For example, children who have to travel into the area to attend the centre are offered two full days so they do not become tired with travelling to the centre for four shorter day sessions. Also, staff arrange to supervise the children as they eat packed lunches which they bring from home. Children are learning to accept difference in others as they take part in activities which recognise festivals and celebrations of different cultures. These include Chinese New Year and Diwali. Children also have activities to celebrate traditional festivals, such as Christmas and Easter.

There are very good systems in place to support children who have special or additional needs. Close liaison with parents and outside agencies ensures that at a very early stage, areas for development are identified and Individual Development Plans are created to meet those needs. Plans are review regularly and targets updated. An experienced inclusion worker is in post and she also has employment links with the health service and also offers advice and support to other children in the community not yet attending the centre.

Younger children's behaviour is managed well through supervision and maintaining familiar routines which are known and understood by the children. Older children have positive behaviour management techniques applied by staff who remain calm when incidents of unacceptable behaviour are displayed and praise children when they comply with instructions. For example, when a child mishandles a computer, he is distracted away from doing so by staff asking him to help with wiping the tables. Staff also reflect back to children the consequences of their actions such as letting another child know that if a compact disc is damaged, he won't like listening to it anymore because it will be scratched.

Staff know the importance of working in close partnership with parents and have established many systems for involving parents in children's learning and the day to day running of the setting. These include the availability of a Peers Early Education Partnership group where parents learn how to interact with their children and support learning. Staff give daily feedback about care and learning and periodical reviews are held for parents to formally discuss children's progress. Essential information about the setting is displayed on the notice board in the entrance and parents are invited to use the suggestion box. Parents are also invited to accompany their children on trips to places of interest and they have the opportunity to give comprehensive

feedback by completing a questionnaire. A complaints procedure is in place and the record of complaints is available for inspection. However, the document does not contain the address of the regulator.

Organisation

The organisation is good.

Staff are led by a very experienced head teacher and the deputy head of centre who also has experience of working in nurseries run by the local authority. The team, who work in close collaboration with care, community and education professions, are still in the process of developing the children's centre programme to meet the stated needs of the children and parents in the community and to ensure all areas of the centre such as the community and adjoining crèche rooms are fully utilised for that purpose.

Established recruitment and vetting procedures developed by the local authority are in place. All staff have the appropriate qualifications and are safe to be in close proximity to children as they have completed criminal record checks. These are dated and renewed when required. Staff development is maintained through accessing and attending appropriate training courses organised by the local authority. Several members of staff are working towards Foundation Degrees. The services provided through the centre are evaluated and strengths and areas for further development are identified through ongoing involvement in the Bristol Standard for Day Care quality assurance scheme.

Organisation of the environment and the daily procedures are very good. Children have sufficient support and supervision as the adult to child ratio is maintained at the required level. The record of attendance is also maintained and is recorded on a traditional style register where staff sign children in and out. New staff have thorough induction periods lasting several weeks and they sign the relevant documents to acknowledge they understand their responsibilities. Further training needs are also identified. Records and written policies are developed in detail and are generally as required except for the omission of the address of the regulator on the complaints procedure. Records and documents are systematically filed and are accessible for reference when required. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

Since registration, 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

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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 procedures for staying safe and assess the risks to children in regards to access to the fire extinguisher in Blue Room
- further improve procedures for working with parents and ensure the complaints procedure contains the address of the regulator.

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