

Filton Avenue Nursery School

Inspection report for early years provision

Unique reference number	EY344838
Inspection date	31/03/2009
Inspector	Deborah Jane Starr
Setting address	Blakeney Road, Bristol, BS7 0DL
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Type of setting	Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Filton Avenue Nursery School was registered in 2006. It is situated in north Bristol and provides wrap around care for local children and support for families. It is based in purpose-built premises that are surrounded by an enclosed outside play space. The nursery provides funded early years education for three- and four-year-olds. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The nursery is open from 07.45 to 17.45 each weekday for 48 weeks a year. A maximum of 135 children may attend at any one time. There are currently 171 children aged between 10 months and four years on roll. The nursery supports a number of children with learning difficulties and/or disabilities, and children who speak English as an additional language.

There are currently 41 members of staff employed who work directly with the children. Of these, eight hold a teaching qualification; 21 hold an early years qualification to level 3 and seven hold a level 2 qualification. The nursery is also supported by four administrative and one site member of staff.

Overall effectiveness of the early years provision

The quality of the provision is outstanding. The highly qualified staff embrace the uniqueness of each child and this is reflected in the fully inclusive environment which values and nurtures children and their families. Parents enjoy strong relationships with staff which contributes significantly to ensuring that the diverse and individual needs of each child are effectively identified and met. The management team and staff work collaboratively with all those who use and have professional links with the nursery to continually evaluate the quality of the provision. The nursery is always striving to improve and, as a result, ensures the best possible outcomes for each child.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- extend the process of gaining information to inform your initial assessment of children's development when they first start, by liaising with other providers who deliver the EYFS.

The leadership and management of the early years provision

The learning environment throughout the nursery is thoughtfully laid out, well resourced with high quality toys and equipment, rich with symbols, signs, letters and number and fully accessible to all children. The vibrant provision both inside

and outside reflects the diversity of the local community and the children that attend and takes full account of their individual welfare and developmental needs. Children's welfare is safeguarded by effective policies and procedures which are rigorously followed by staff. Robust and rigorous recruitment procedures ensure staff's suitability to work with children. Children flourish in the care of the highly qualified and dedicated staff group who are committed to developing their own skills through the sharing of good practice and frequent internal and external training. They are effectively supported, motivated and monitored by the skilled management team who have high aspirations for all. Thorough risk assessments and comprehensive daily checks ensure that children are not at risk from hazards. Review of policies and procedures, and recent training for all staff on child protection/safeguarding issues, ensures staff are well informed as to how they protect children from harm and know what to do should they have concerns about a child.

The nursery has a strong commitment to continuous improvement as it strives for excellence. This is achieved through the frequent review, reflection and evaluation of all aspects of the nursery and children's learning. This includes all levels of management, staff, parents, children and other professionals linked to the service. Consequently, the nursery ensures that children thrive and are assured of the best possible outcomes. Recent evaluation has identified the need to take account of developmental assessments made by all other providers of the EYFS prior to a child starting at the nursery.

Children's experiences are enhanced by the staff's responsive approach to the individual needs of children and their families, alongside highly effective partnerships with an extensive range of other carers and professionals. Parents are wholly involved in planning care when their children start at nursery. They are frequently informed of their child's progress and development through informal discussion and specific consultation meetings. They are supported and encouraged to play an active role in their child's ongoing learning and development. This is achieved through an extensive variety of opportunities to develop their own understanding of how children learn and practical activities in which all the family can participate so as to recognise, support and promote children's achievements.

The quality and standards of the early years provision

Children make excellent progress in their learning and development in relation to their starting points and subsequent achievements. A highly effective key worker system, with additional one-to-one support where appropriate, ensures that children are sensitively cared for and their learning is supported through excellent knowledge, and use, of their home language. Staff take full account of children's diverse cultural backgrounds and complex needs. Children's progress is frequently observed and assessed, consequently, planning is responsive to children's interests and their identified next steps in learning. As a result, staff plan an exciting environment which is stimulating and challenging to all children. For example, staff support children's learning through the introduction of props, such as magnifying glasses when looking at insects in the outside play area. Children explore compost as they seek out small figures of insects and develop their interest through looking

at books and listen to stories that are extended through the use of story sacks. Throughout the nursery children are encouraged to initiate activities and freely explore and express themselves with an abundant range of materials and resources. Children work cooperatively together and express their everyday experiences as they build an imaginary car using large shaped wooden blocks. Staff skilfully support and extend children's ideas and learning as they develop and include within their play problem solving, communication, information and communication technology (ICT), and knowledge and understanding of the world. Children are lively and enthusiastic learners, recalling previous activities they have enjoyed and proudly show, describe and explain to others their achievements, such as creating a book and painting pictures for family members. Everyday activities are used effectively by staff to promote children's problem solving skills in practical ways. Children's contributions are highly valued and they delight in viewing themselves in the abundant range of photographs that demonstrate their learning through activities. For example, children develop and use their senses through the introduction of different spices. Excellent use is made of ICT to promote, support and develop children's learning and to help them develop skills for the future.

Children demonstrate high levels of independence from an early age, as they spontaneously follow and understand the reasons for good hygiene routines. Free flow play between the inside and outside, giving continual access to fresh air, regular use of the soft play area and nourishing balanced healthy meals promotes children's understanding of a healthy lifestyle. Staff help children to manage their own behaviour through sensitive and appropriate guidance. Staff work closely with parents and other professionals when difficulties arise to provide a consistent approach for individual children. Staff provide positive and enabling role models; consequently, children's behaviour is exemplary.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since registration.

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.