

Four Acres Primary School and Children's Centre

Inspection report for early years provision

Unique reference number	EY394980
Inspection date	22/03/2010
Inspector	Rachael Williams
Setting address	Four Acres Primary School, Four Acres, BRISTOL, BS13 8RB
Telephone number	01179030474
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Type of setting	Childcare on non-domestic premises

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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 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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Four Acres Primary School and Children's Centre operates within Four Acres Primary School, Withywood, Bristol. The nursery operates from two purpose built playrooms and shares access to the enclosed outdoor play area with other users of the children's centre. The nursery accepts children from the south-west areas of Bristol and offers 12 supported day care places for referred children. The nursery is open from 8:00am to 6:00pm, 51 weeks a year. It provides both nursery provision and wrap around care.

The children's centre is registered on the Early Years Register for 46 children; of these 12 may be under two years at any one time. The children's centre is also registered on the compulsory part of the Childcare Register so that wrap around care may be offered. At present, there are 66 children on roll; all of whom are in the early years age range. The setting supports children with special educational needs and/or disabilities and has experience of supporting children who speak English as an additional language.

The governing body of the school employs a children's centre manager and an early years learning manager, who has Early Years Professional Status. They are supported by two room leaders who have level 4 early years qualifications, and 10, level 3 early years qualified, members of staff who work directly with the children. The centre also employs three administrators and two cleaners.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Effective teamwork ensures that all staff have an accurate sense of direction. They are dedicated and take effective steps to improve the provision through comprehensive, analytical self-evaluation. Children are actively involved in a broad and balanced range of experiences which meet their individual requirements. They make exceptional progress in their learning and development in relation to their starting points through effective observation and assessment procedures and positive contributions from parents and key early years professionals. Positive relationships and excellent partnership engagement ensures continuity in children's care, learning and development. On the whole, children's welfare is promoted effectively hence, outcomes for children are good.

What steps need to be taken to improve provision further?

To fully meet the specific requirements of the EYFS, the registered person must:

- ensure risk assessments are carried out for each type of outing (Safeguarding and welfare).
- 05/04/2010

To further improve the early years provision the registered person should:

- ensure the written record of complaints reflects the Early Years Foundation Stage framework.

The effectiveness of leadership and management of the early years provision

Through effective registration systems high ratios are maintained and children are closely supervised. Effective recruitment and vetting arrangements ensure that children are cared for by suitably qualified and experienced early years practitioners. Comprehensive risk assessments of the premises ensure that children are cared for in a safe and secure environment. Risk assessments for outings have not been fully established to ensure children's safety. This is a breach in specific legal requirement. All staff have received appropriate safeguarding training, consequently, excellent procedures have been established to ensure that incidents are dealt with swiftly and comprehensively. There is effective liaison with key agencies to ensure children's welfare is safeguarded.

Efficient procedures and flexible settling-in arrangements, including some home visits, ensure that relevant information is collected from parents and positive relationships are established. Parents receive a wealth of information about the setting and relevant information about their child's progress. For instance, individual diaries are completed for babies which include pertinent information regarding daily routines; parents willingly contribute information about their children's development. Regularly reviewed policies and procedures are readily available to the parents. Although parents receive relevant information regarding the complaints procedure and appropriate action is taken to record complaints, information is not recorded alongside the outcomes for children as depicted in the Early Years Foundation Stage. An effective key person system ensures that children are confident and secure within a warm and welcoming environment. Each child is given individual attention and practitioners respond sensitively to children's feelings, ideas and behaviour, acknowledging each child's uniqueness. Excellent support is given to children with additional needs to ensure their involvement in all activities through extensive partnership working with health and education professionals which ensures children are included within a fully inclusive environment.

Children are cared for by an experienced team of well-qualified staff who, through regular appraisals, are proactive in assessing their developing needs to progress their knowledge and understanding of early years. For example, ongoing training for safeguarding children and administering first aid has been attended.

Practitioners work exceptionally well together to ensure continuity within the setting and are guided very well by leaders who communicate ambition and drive through effective monitoring procedures, such as a quality assurance scheme, The Bristol Standards. They have a common sense of purpose and strive for high standards within the nursery. All practitioners play an active role in evaluating the setting and rigorously monitoring improvements. Actions are well targeted, for instance, to develop partnership with parents where learning programmes have

been identified to support parents alongside the children centre. Parents are actively involved in the children's centre's advisory board where views of the parents are shared and contribute to the ongoing evaluation of the setting. Parents complete a satisfaction survey which influences the self-evaluation process, for instance, parents had commented that they were unsure who were permanent staff, consequently, uniforms are now worn by all staff.

The quality and standards of the early years provision and outcomes for children

Children benefit from a well-organised environment which is conducive to learning. Children are able to explore independently, for instance, young babies confidently access low level units selecting resources which interest them and affirming their identity in well-placed mirrors. Children have an excellent sense of belonging, for instance, younger children have photographic books of their engagement in favourite activities. All children have access to an abundant range of high-quality, excellent condition toys and resources which reflect their age and stage of development. The fully enclosed garden area is regularly accessed by enthusiastic children who thoroughly enjoy the free-flow opportunity. Children manoeuvre ride-on toys exceptionally well playing chasing games where they confidently adjust their speed as they descend the hill to avoid collisions. Children are given every opportunity to problem solve and practitioners respond exceptionally well to children's ideas, for example, when an 'auto walker' is brought inside a practitioner carefully discusses the dilemma with the child at his level. He is able to investigate and to see whether the 'auto walker' can go up the slide. A practitioner gives him clear explanations as to why it is not safe for the toy to be inside as it may impact on younger children's safety. She allows him time to experiment and to take safe risks and when he discovers that the toy 'will not fit' he is happy to take the 'auto walker' back outside.

Children thrive in the care of the enthusiastic and knowledgeable practitioners. Practitioners are vigilant, making pertinent observations to ensure that children make excellent progress in relation to their starting points and capabilities which are well-documented in the initial stages of their placement. Comprehensive assessment arrangements, weekly evaluations and responses from children ensure that learning priorities are fully identified and proactively used to influence future planning and, for older children, key person group activities. Through excellent interaction from staff and consistent acknowledgement of children's individual requirements children are challenged effectively.

Thorough cleaning regimes ensure children are cared for in a clean and safe environment. For example, when entering the younger children's play space, adults are required to remove their shoes or to wear protective covers to ensure a hygienic environment for immobile and crawling babies. There are excellent procedures in place to ensure that nappies are changed sensitively whilst adhering to parents' wishes as each child has an individual basket with their possessions in. Children are introduced to healthy eating as healthy and nutritious snacks are provided by the children's centre, such as a selection of fruits, raw vegetables and crackers, and a home-cooked meal prepared by the adjacent primary school. There

is high regard for children's special dietary requirements, for instance, a vegetarian option is available. All children are able to access drinks freely which are replenished regularly. For example, in the butterfly room children have individually named bottles which have photographs of the children on so that they can be easily identified to maintain hygiene. Children are protected whilst sleeping as very good arrangements have been established to monitor children's sleep, to ensure they are cared for in a hygienic environment and that they are positioned safely with regard to recent legislation. There are robust systems in place to ensure accidents are routinely recorded and used to influence risk assessments to ensure children's ongoing safety. Children become aware of their own safety as they are involved in regular fire evacuation procedures which are well-documented. Therefore, outcomes for children are good.

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

The overall effectiveness of the early years provision

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	2
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Met