



Bristol Childrens Playhouse Ltd

Inspection report for early years provision

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| Unique Reference Number | EY308614 |
| Inspection date | 27 February 2006 |
| Inspector | Nigel Lindsay Smith |
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| Registered person | Bristol Childrens Playhouse Ltd |
| Type of inspection | Integrated |
| Type of care | Full day 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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Bristol Childrens Playhouse Pre-School Nursery opened in 1979. It is part of Bristol Childrens Playhouse Project, which offers a wide range of community services to children and their families. It operates from the nursery building and drop-in centre premises in Eastville, Bristol. It serves the surrounding local communities.

There are currently 20 children from 3 to 4 years on roll, all of whom are funded 3 and 4-year-olds. The setting currently supports 3 children with special needs and 4

children who speak English as an additional language.

The nursery opens 5 days a week during school term times. Sessions are from 9.00 to 14.30.

One part-time and 2 full-time staff work with the children. All the staff have early years qualifications to NVQ level 3. The nursery receives support from a teacher from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children thrive in an environment where staff have a sound knowledge of how to effectively promote good health. Their continued good health is maintained through effective policies and procedures. Children learn the importance of washing their hands after visiting the toilet and before touching food, nappy changing arrangements minimise the risk of cross infection, and the premises and resources are kept clean. Parents provide written permission if medication is needed, although they are not always asked to sign records of the medication being administered by staff.

Children learn about healthy eating, for instance by helping themselves to snacks of fresh fruit and drinks. They have access to drinking water if thirsty at any time, so that they do not become dehydrated. Children's individual dietary requirements and any allergies are identified in discussion with parents, so that their needs are met and they are safe when eating and drinking their packed lunches.

Children benefit from fresh air and are physically active as they have daily access to the outside play area where they run, jump, climb and practise their balancing skills. They learn to recognise the beneficial effects of exercise through involvement in activities with a "healthy living" group.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children move freely and safely in premises which are comfortable and appropriate for their use. They enjoy rooms which are laid out to give them a variety of choices in different areas, where they can choose from activities such as drawing, woodwork or using their imagination in role-play games. The outside area provides a wide variety of play and learning opportunities.

Children are protected by stringent procedures to ensure that unauthorised people do not have contact with them, and only people nominated by parents are able to collect them. Staff are vigilant in checking rooms and equipment to make sure all are safe for children to use, and council staff attend to any necessary repairs. Children take part in fire drills which ensure that staff are familiar with the procedures for

evacuation, and fire alarms are regularly checked. However, Ofsted were not informed regarding a recent extension to the building and so the fire service was not consulted about the change. Therefore their specialist advice regarding fire exits was not available.

Children's welfare is closely attended to as staff have a good understanding of how to implement the comprehensive child protection procedures. The nursery asks parents to inform them of any injuries involving their children, and contact details for the local social services department are available to facilitate staff obtaining advice and support if needed.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children are eager to attend and relish their time at the setting. Parents comment very positively about their children's learning, for example in relation to literacy and numeracy. They particularly praise their social skills, for example their kindness to their brothers and sisters and others. Children freely access appropriate materials to match their age, and stage of development. Children readily choose what to play with and become engrossed in a wide range of purposeful indoor and outdoor activities. They enthusiastically share their ideas and enjoyment with each other, for example a child runs indoors followed by a group of other children because she has had an idea to use with some construction materials. They learn to tidy up after themselves, which may involve wiping tables and moving chairs, and to return things to the right place. Staff interact very well with the children. They acknowledge children's achievements and share in their delight as they learn new skills. Consequently, children develop high levels of independence and self-esteem. They become confident learners ready to tackle new challenges.

Nursery education

The quality of teaching and learning is outstanding. Through careful observation and an excellent knowledge of child development all staff know exactly what stage each child has reached. They use this knowledge to gauge the right time to become actively involved in children's learning and so help them progress further. They gradually introduce new concepts and then allow time for children to experiment and practice their new skills. In this way, children largely direct their own learning but in close partnership with the adult. The extensive range of equipment and materials covers all areas of learning.

Children develop a love of books through stories and frequent opportunities to choose and handle books themselves. They enjoy listening to well-read stories, participating with great enthusiasm in trying to anticipate the outcome. They make good use of opportunities to develop letter recognition, such as asking staff to help them spell out their names on their sandwich boxes at lunchtime. They write their names on their pictures. Children understand a concept of number and sequence. They count, and use mathematical language in context. For example, when looking at models of wild animals a child says, "that rhino with it's head down is the same size as the one with it's head up". Another child looking in her lunchbox says, "I've

got a circle roll”.

Staff nurture children’s creativity and imagination. They provide props and resources so that children make excellent use of their imagination in acting out scenarios, such as going on the bus to Weston to have a picnic on the sand. In this way, they gain an insight into children’s interests and level of thinking. This helps to develop good conversational skills as children talk about what they are doing. Children paint and draw freely. They design and build with large blocks and recycled materials. They tear and use sellotape and handle scissors confidently, and use a workbench, hammer and nails to secure blocks of wood together. They know how to use educational computer programmes, and experiment with torches and remote controlled cars. In the outside area they can freely run a tap and experiment with channelling water, and produce a variety of different sounds from large pots and pans hung on the wall.

Materials introduced at circle time are skilfully used by staff to develop children's knowledge about the world. A child looking at a model polar bear shares that they live in cold places, which leads into a discussion about cold weather as they have been outside in the snow earlier. They learn from talking about a model reindeer that there are wild deer not very far from where they are in the city. They enjoy taking turns to feed the fish and they learn about the life-cycle of plants from the flowers planted in the outside area.

Helping children make a positive contribution

The provision is outstanding.

All children and their families are fully included and play a dynamic part in the nursery as their individuality is celebrated. Staff have a very good understanding of working with children with special needs and use skill and imagination to include all children in the activities. Specific information obtained from parents ensures that children are cared for according to their wishes. Children learn extensively about varied cultures through exciting activities, including dressing up, dancing and listening to traditional stories. Parents become very involved in this aspect of the curriculum, often sharing their own family customs. Children learn about diversity in the local and wider communities through visits to temples, mosques and churches.

The management of children's behaviour is exemplary. All staff demonstrate a consistent and positive approach so that children learn to manage their own behaviour. The adults help children to play cooperatively, take turns and share. Children are extremely sociable to each other and adults and show an exceptional sense of security and belonging to the nursery. They confidently speak up for themselves. Consequently, relationships are excellent at all levels. Children's spiritual, moral, social and cultural development is fostered.

The nursery's partnership with parents is outstanding. Many children are helped to settle because their parents have previously used the adjoining drop-in facilities. Nursery staff are often familiar to them and their children as at times they share the outside facilities with the nursery. Parents receive a comprehensive prospectus, available in a variety of languages, and there is an excellent range of information

available for them in the nursery, ranging from photos of staff to an illustrated explanation of the Foundation Stage. A parents' morning is held before children start in order to explain the curriculum and parents are encouraged to access their children's records at any time. When a child leaves the nursery parents receive a complete record of their achievements. All parents are asked to complete a survey regarding the nursery when their child leaves, and they can be involved in the nursery through membership of the liaison committee.

Organisation

The organisation is satisfactory.

The thorough organisation enhances children's care and education. Policies and procedures provide an effective framework for the day-to-day running of the nursery, although Ofsted was not informed regarding the building extension. This is a breach of regulation, however, the setting made arrangements to add an additional fire exit. Thorough recruitment practice ensures that staff are appropriately vetted to ensure their suitability to work with children. Visitors to the nursery are supervised at all times. The organisation ensures the safety and wellbeing of children, and the daily routine makes efficient use of time and resources.

Leadership and management is outstanding. Staff work exceptionally well as a team and have a clear idea of their roles and responsibilities. The manager works directly with the children. All staff are highly skilled and demonstrate expert practice in the Foundation Stage. They consistently give priority to developing each child's potential. Staff meet together each week to review their observations of children's learning and evaluate the effectiveness of activities. They use this information to plan future sessions, taking account of children's individual needs and interests. All staff have good access to training and attend a number of workshops throughout the year. Children benefit greatly from the breadth of their knowledge and introduction of new ideas. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last care inspection the nursery was asked to ensure that children are provided with nutritious snacks. This has been achieved, so that children can make their choice from a variety of fresh fruit. At the last nursery education inspection they were asked to develop a more extensive book of translations so that new arrivals could settle well. This has been achieved, with staff finding out key words for children for whom English is an additional language. They were also asked to provide simultaneous indoor and outdoor play. This has been achieved as children freely access the outdoor area every day.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

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.

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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):

- ensure that parents sign records of any medication administered
- ensure that Ofsted are informed of any significant changes or events

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk