



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 106942

DfES Number: 520155

INSPECTION DETAILS

Inspection Date 27/01/2004
Inspector Name Vanessa Redmond

SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care, Creche Day Care
Setting Name Easton Community Children's Centre
Setting Address Russell Town Avenue
Bristol
Avon
BS5 9JF

REGISTERED PROVIDER DETAILS

Name The Committee of Easton Community Children's Centre
Committee

ORGANISATION DETAILS

Name Easton Community Children's Centre Committee
Address Easton Community Children's Centre
Russell Town Avenue
St George
Bristol
BS5 9JF

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Easton Community Children's Centre is a registered charity providing a range of childcare and support for families living in Easton, Bristol. The centre started as a small community nursery based in a porta-cabin in 1985 and is now based in a purpose built building sharing a site with The City Academy. The building is fully accessible, has specialist daycare/nursery care for 66 children aged between six months and five years, from 8.00 to 18.00 Monday to Friday all year round. The centre is registered to provide 30 funded education places for three and four year olds. Fees are set at levels to ensure that services are affordable, with a sliding scale and some temporary free places for families in difficult circumstances. Support services include a monthly Toy Library, Credit Union and Family Learning. A holiday playscheme and crèche are also provided in the centre. There are 27 regular staff and a bank of casual workers. All daycare staff hold an NVQ Level 3/NNEB qualification and three trainees are being supported to gain their Level Three qualification. The staff team reflects the local community and includes speakers of community languages. A full time member of staff is employed to support children and parents with additional needs to access activities within the centre.

How good is the Day Care?

Easton Community Children's Centre provides satisfactory care for children within a warm and welcoming environment. The centre implements good recruitment and induction procedures for new staff. Staff are committed to improvement and reflect critically on what needs to be improved. Records are accessible, stored securely and confidentiality is maintained.

The premises are kept secure and staff are vigilant about children's safety. The staff are active in promoting good health and hygiene and independence is encouraged. Children are provided with regular drinks and healthy, freshly prepared and nutritious food in sufficient quantities for their needs.

Staff actively promote equality of opportunity and anti-discriminatory practice for all children. The centre are fortunate in having a full time Special Educational Needs

Co-ordinator (SENCO) on site. She works with the staff to ensure that the welfare and development of children with additional needs are met.

Provision for the babies is very good. Staff give excellent attention to meeting babies individual needs for eating and sleeping. Older children's needs are not always met in the same way and staff are currently looking at ways of rectifying this. Children are involved in a broad range of activities which develop their knowledge and understanding. However, the outside area is not always used effectively as an outside classroom. Staff plan effectively, are well organised and use resources imaginatively. The centre has a very good positive behaviour policy in place but it is not always adhered to by all staff. Generally the children enjoy trusting and friendly relationships with the staff and good behaviour is valued and encouraged.

Parents enjoy strong and trusting relationships with staff and they are provided with good information about the setting in a variety of formats. They are strongly encouraged to provide feedback to the centre about the care provided.

What has improved since the last inspection?

Since the last inspection, risk assessments have been written and implemented. Senior staff are responsible for ensuring that their areas are safe for children. Checklists are used as a way of ensuring that staff take responsibility and record that areas are safe for children. Each area in the building has its own cleaning schedule. Some areas are cleaned daily and some weekly by contractors. As a team the staff have considered the role of the key worker and written guidance is now in place outlining expectations of staff and the impact on the children.

What is being done well?

- Children are provided with regular drinks and nutritious and healthy food which complies with dietary and religious requirements.
- Staff actively promote equality of opportunity and anti discriminatory practice for all children.
- Staff are aware that some children have special needs and they are proactive in ensuring that appropriate action is taken when a child is identified. Steps are taken to promote the welfare and development of children within the setting in partnership with the parents and other agencies.
- Staff work in partnership with parents and carers to meet the needs of the children and an atmosphere of openness and honesty is strongly encouraged.
- Children are involved in a broad range of activities and play opportunities that help them make progress in all areas of their development, especially those in the baby room.

What needs to be improved?

- systems for children when they progress from one unit to another;
- implementation of the behaviour policy;
- availability of outside play opportunities;
- managing children when they move between activities.

Outcome of the inspection

Satisfactory

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
2	Ensure that childrens needs are met when progressing from one unit to another.
3	Increase children's opportunities to play outside.
11	Ensure all staff implement the positive behaviour management policy.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

Easton Community Children's Centre provides effective nursery education and children are making generally good progress towards the early learning goals, with some areas being very good.

The quality of teaching is generally good and staff know the children well. The keyworker system is effective in building good relationships with children and their parents. There is a strong emphasis on children choosing their own activities alongside adult directed ones. Staff provide a wide range of resources which are easily accessible and arranged into designated areas. Plans follow a theme or topic which is integrated into the whole curriculum. Planning and assessment is organised into six areas of learning but does not clearly relate to the stepping stones of the Foundation Stage. There is an excellent behaviour management policy although it is not always applied and attention is needed at specific times in the day when children are required to wait for the next stage.

The leadership and management of the setting is very good. There are clearly defined senior roles and good support is provided to all staff through one to one meetings and annual appraisals. Access to training is very good at all levels and regular team meetings ensure full participation in the day to day decision making. The nursery has gained accreditation through The Bristol Standard Quality Assurance Scheme. It constantly looks to improve the care and education for all children and establish its place in the community.

The setting's partnership with parents is very good. Parents receive good information about the nursery's activities and there are numerous opportunities for parents to share their ideas and opinions. Parents are encouraged to help their children plan their activities each day. They receive a written review on their child's progress at three monthly intervals as well as attending an evening session twice a year. Parents of children with special needs are particularly well supported.

What is being done well?

- Staff build good relationships with the children and know them well.
- The provision for children with special needs. The Special Educational Needs Co-Ordinator provides excellent support to keyworkers, parents and children. Realistic plans are drawn up and regular reviews are held.
- The programme for knowledge and understanding of the world is very good. Children enjoy a wide range of activities and their cultural diversity is celebrated.
- Children's access to outdoor play and physical development.
- The involvement of parents in the management of the nursery and the effort

made in seeking parent's opinion on the activities offered to children.

- The opportunities given to staff for personal development and training.

What needs to be improved?

- staff's use of the stepping stones in planning activities and identifying children's progression towards the early learning goals of the Foundation Stage
- management of children's behaviour in line with current nursery policy
- organisation of transition times to avoid children waiting too long
- meal times, to allow children the opportunity to practise mathematical, self-help and social skills
- the creative area, to provide children with a wide range of stimulating and easily accessible materials.

What has improved since the last inspection?

At the last inspection the nursery curriculum was based on the Desirable Learning Outcomes which has now been superseded by the more appropriate early learning goals of the Foundation Stage. At that time the nursery was asked to: (1) review assessments to ensure coverage of every aspect of the areas of learning and opportunities for parents to contribute; (2) implement plans to extend the stimuli used for creative work to include other art work and objects from other cultures. Extend provision for music to include more creative or expressive work.

Over the four years since the last inspection there have been major changes to the staff team including the centre manager. However, improvements have been made to the assessment system and parents are asked to make significant contributions to their child's learning. Parents plan with their children and offer comments and suggestions about the activities provided. With regard to the creative provision, this still remains an area for development. Although, there is evidence of children occasionally viewing other art work and enjoying visits from music specialists.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children have a positive attitude towards new experiences. They plan and confidently choose with what and where they will play. Children have good relationships with staff and relate well to each other. They are generally well behaved although they find transition times difficult when they wait too long for the next stage. Most children can take care of their own needs and independence is encouraged. However, staff miss opportunities at meal times to develop their self-help and social skills.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children use language to express themselves and make their needs known. They enthusiastically join in with familiar songs and rhymes and eagerly learn new ones. They listen to stories and choose books independently, handling them appropriately. Most children recognise their own name in written form. Although equipment is provided for children to attempt writing in play situations, staff place more importance on encouraging letter formation through the use of work sheets.

MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

There is a good range of resources for children to count, sequence, classify, weigh and measure. Routine times are used to practise counting, with most children counting up to nine and some going beyond. Children use maths terms such as more than, less and lots. Maths is used throughout the day but staff miss opportunities at meal times for children to experience simple calculation and division. There are visual displays for children to become familiar with numerals and the use of graphs.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Staff provide a wide range of interesting activities and resources for children to explore and experiment with. Such as construction materials, a magnifying glass, bug-box and colour mixing materials. They learn to care for living things by growing seeds and looking after the nursery's African snails. The consistent routine of the day teaches children a sense of time and they explore various festivals and cultural events throughout the year. Organised outings provide experiences further afield.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move with control and co-ordination. They run, jump, climb, push and pull equipment and manoeuvre wheeled toys with skill. They have good spatial awareness and enjoy dancing and moving to music. A wide range of equipment encourages children's fine manipulative skills and eye to hand co-ordination. Such as cutting with scissors, painting, drawing, working with construction toys and malleable materials. Children learn about staying healthy through good hygiene practices and eating well.

CREATIVE DEVELOPMENT

Judgement: Generally Good

Children regularly engage in imaginative role play and there is good allocation of space and resources as staff recognise the importance of this area of development. Children explore colour and have access to various art materials. However, the art room needs developing further and more emphasis is needed on children's own work rather than adult directed craft. Children enjoy singing together and take part in music and movement sessions. Local musicians provide further stimulus in this area.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- develop planning and assessment record to show links with the stepping stones of the Foundation Stage;
- provide a stimulating range of easily accessible materials to encourage children's creativity;
- develop children's independence and behaviour at meal times and transition times.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.