

Henbury Court Primary School

Inspection report for early years provision

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Inspector Rachael Williams

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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.

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Description of the setting

Henbury Court opened in 2008 and is a satellite provision of Brentry and Henbury Children's Centre. It operates from separate accommodation within Henbury Court Primary School in Bristol. Children have access to two main play rooms with toilet and nappy changing facilities. There is a fully enclosed outdoor area and children have access to the community garden, environmental area and the school's outdoor facilities. It offers care for children aged from one year old until they enter the school's nursery class provision. The centre also offers family services, training and crèche facilities and is open between 8.30 am and 4.00 pm all year round. The Children's Centre is registered on the Early Years Register and both parts of the Childcare Register for a maximum of 56 children from birth to under eight years old. The Centre provides 16 enhanced places and 16 funded places for two-year-olds. There are currently 52 children on roll; all of whom are within the early years age range. The Centre supports children who have learning difficulties/disabilities and for whom English is an additional language. It is managed by a board of trustees and is overseen by the Children's Centre leader and management team; all of whom are early years qualified to at least a level 4 standard. The practitioners are supported by a part-time early years teacher. The board of trustees have appointed 12 members of staff to work directly with the children; 11 of these have level 2 or above early years qualifications including three members of staff who have Early Years Professional Status. The centre also employs two administrators and a kitchen assistant.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The Children's Centre is highly effective at ensuring that the needs of all children are routinely met through consistent interaction and the establishment of positive and caring relationships with children and their families. Children make excellent progress in their learning and development as they are thoroughly supported by interested staff. Children's welfare needs are promoted exceptionally well. Exemplary multi-agency working ensures that children's individual requirements are promptly recognised and effectively supported. Rigorous monitoring and evaluation systems, which include practitioners, parents and children, ensure outcomes for children are excellent and consistently drive improvement.

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 further resources to reflect cultural diversity.

The effectiveness of leadership and management of the early years provision

Children are effectively safeguarded and protected. All staff have excellent knowledge of child protection issues through consistent induction arrangements and prioritised training. Effective systems have been established to ensure agencies and professionals work together to safeguard children. Robust systems have been established to ensure suitably qualified and vetted adults working directly with children. Children are cared for in a safe and secure environment for instance, key pad entry to the setting and to the day-care provision.

Comprehensive risk assessments of areas used by the children, including outings, ensure children's ongoing safety. Accident records are well monitored to ensure that concerns are prioritised and dealt with effectively. Well-written policies and procedures underpin the smooth running of the day care provision; they are fully understood by staff and consistently implemented.

The setting effectively and actively promotes equality and diversity in order to provide a positive experience for the children and their families. Practitioners are highly effective in ensuring that all children are well integrated offering them individual attention and support to ensure they make excellent progress in relation to their starting points. Practitioners develop positive relationships with parents for instance, through initial home visits and flexible settling in arrangements, which ensures that children are confident and settled within the fully inclusive environment. Parents have access to a wealth of information relating to children's care, learning and development. Supportive relationships have been established and parents willingly contribute their time to developing the Children's Centre. Children with special educational needs are thoroughly assessed and monitored to ensure their needs are consistently met. Through committed multi-agency working children and families receive appropriate support and guidance for instance, to support speech, language and auditory difficulties. Excellent relationships have been established with the school to ensure a supportive transition to the nursery class.

Children benefit from a well-organised play space which is conducive to learning. High ratios of well-qualified and experienced staff effectively monitor the provision ensuring it is adapted to meet children's individual needs and interests. For instance, through rigorous consultation, which invites children's involvement, the play space has been divided into two areas; one to support child initiated play and the other to support children's sensory exploration, rest and feeding routines. Children thrive within the learning environment as it is well-suited to its purpose and managed very well. For example, free-flow to the outdoor area, which mirrors the indoor learning environment, acknowledges children's learning styles so that they are actively involved and interested in their play. Children initiate their own play selecting from an abundant range of high-quality toys and resources.

Rigorous systems have been established to ensure that the provision is effectively monitored and analysed in order to develop action plans to ensure continuous improvement. The management team have comprehensive understanding of their strengths and highlight these as, meeting the needs of the children and families

within their community and the provision of a warm, welcoming and safe environment. The setting has been proactive in identifying potential weaknesses and promptly address these such as, planning to reflect the mixed age range within the day-care setting and improving resources to reflect cultural diversity. All practitioners are fully involved in the self-evaluation process for instance, through annual appraisals and staff meetings. Leaders and managers communicate ambition and drive exceptionally well and practitioners form an effective team who are clearly focused on improving outcomes for children.

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

A highly stimulating and welcoming environment greets the children. The exceptional planning of activities reflects rich, varied and imaginative experiences which particularly support the needs of the children for instance, in their social and sensory development. Staff are highly effective in developing communication skills and consistently talk to the children, listen to them and respond appropriately. For example, practitioners are aware of children's individual learning styles and develop their ideas for instance, when constructing a car children are able to imitate a practitioner's actions as he talks through the process in order to link the pieces together. Children are developing excellent imagination which is well supported by practitioners. For example, children use the tyres and chairs to create a bus; a member of staff interacts exceptionally well with the children to develop their ideas incorporating prepositions, speed and action as they create a journey. Practitioners are proactive in making pertinent observations which assess children's progress. Observations are used effectively to establish relevant learning priorities for each child which successfully influence future planning.

Children are encouraged to adopt healthy lifestyles. There are frequent opportunities for children to be active for instance, when in the fully enclosed outdoor area. Children thoroughly enjoy their time in the playground and the environmental area. Children engage in chasing games creating pathways and negotiating space as they manoeuvre scooters, prams and bikes safely. Children are encouraged to develop new skills for instance, a non-mobile child is encouraged to use her legs as she sits on the bike to move herself backwards. Children thoroughly enjoy exploring food. For example, children use knives safely to dissect a range of vegetables and are encouraged to communicate their findings and to use their senses to investigate further. The community garden provides children with the opportunity to grow, harvest and to take home a range of fruit and vegetables. The children thoroughly enjoy their snacks and meals, which meet their special dietary requirements, and are able to make healthy choices in a sociable and language rich environment. Drinks, which are labelled with a photograph, are easily accessible to ensure that children remain hydrated.

Children are confident and settled. They have a strong sense of belonging as close and caring relationships have been established. Practitioners have good understanding of children's interests and capabilities and ensure activities focus on challenging children's development. Children work extremely well independently

using their own initiative and show great curiosity in their desire to explore new experiences such as, mixing the food colouring into a tray of mashed potato in order to promote sensory development and communication skills. Children's behaviour is very good. Practitioners are quick to address issues, such as 'unkind hands', through discussion and stories to encourage children to resolve conflicts through communication rather than physically. Children have good understanding of expectations and boundaries and apply these to keep themselves safe. For instance, children understand that they need to take turns on the climbing frame to ensure their own and others safety. All children contribute to the tidying up process; low level cupboards and shelves with pictorially labelled boxes encourage children's independence in this process. For example, children are aware that when the tambourine sounds they must stop, look and raise their arms in the air.

Robust systems are in place to ensure that minor incidents are dealt with appropriately by a paediatric first aider. Training is monitored effectively to ensure staff attend regular courses. Rigorous arrangements ensure that appropriate consents are gained from parents including emergency medical treatment and the administration of medication to ensure children's well-being.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	1
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	1
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

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