

# Highbridge Childrens Centre

Inspection report for early years provision

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EY274638

**Inspection date**

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**Inspector**

Elaine Douglas

**Setting address**

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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*.

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## **Description of the setting**

Highbridge Children's Centre is run in partnership with Churchfields School, North Sedgemoor Opportunity Playgroup, family support services and health visitors from the local doctor's surgery. It offers a variety of family support services including a children's nursery. It operates from a new timber frame purpose built building situated within the grounds of Churchfields School in Highbridge, Somerset. The nursery has three main rooms, a sensory and therapy room, two kitchens, sleep room, toilet facilities and office. The children have access to the annex, which is used for lunchtimes, and the school facilities. They also have access to two secure outside play areas within the school grounds; one is equipped with large play equipment. The nursery is open Monday to Friday from 8am to 5.45pm for 50 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 71 children may attend the nursery at any one time. There are currently 119 children aged from birth to under five years on roll, some in part-time places. The nursery currently supports a number of children with special educational needs and/or children who speak English as an additional language.

There are 19 members of staff, of whom one holds a level 6 early years qualification and one holds a level 4. Eleven staff hold a level 3 early years qualification and one holds a level 2. One member of staff is working towards Early Years Professional Status. The setting provides funded early education for two, three and four-year-olds. The group receive support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The extremely enabling, inclusive environment provides excellent access to resources, which has a direct impact on all children making excellent progress towards the early learning goals. Children and staff build excellent relationships, and children develop highly positive attitudes towards peoples' differences. The exemplary partnership with parents, other providers and outside agencies ensures that children's individual welfare and learning requirements are met. Children's safety is given the highest priority and most procedures ensure healthy practices. Highly effective procedures, including self-evaluation, are used to monitor the provision and identify priorities for development, ensuring continuous 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:

- developing the children's familiarity with a range of hygiene practices

## **The effectiveness of leadership and management of the early years provision**

Safeguarding children is given the highest priority. Excellent procedures are in place to ensure that all staff regularly review their knowledge and understanding of child protection issues. An extensive range of policies and procedures are effectively implemented in order to ensure the safe recruitment of staff and volunteers, and for the management of the welfare requirements. Risk assessments are carried out on all areas of the provision and for outings, and staff carry out appropriate daily checks to ensure children remain safe. Incidents, accidents and medication are well recorded and reported to parents. Excellent information is obtained in order to safeguard children and ensure their individual needs can be met.

The exemplary organisation and deployment of resources provides a highly enabling environment, which is conducive to learning. Children are able to independently access the extensive resources both inside and outside, promoting their development through different learning styles. This enables children to become independent learners, highly confident to try new skills. The outside area is extremely well organised, with an highly effective resources which promote all areas of development. Children take pride in helping to maintain the accommodation and resources, and are learning to take steps to support sustainability. Equality and diversity is carefully monitored throughout the nursery in accordance with policies, to ensure the nursery is accessible and fully inclusive. This ensures a highly successful environment in which no child is disadvantaged.

The leadership and management teams are highly successful in embedding ambition and driving improvement. The enthusiastic staff work together extremely well and have a shared vision for providing high quality care. Constant self-evaluation identifies priorities for development and ensures the needs of all its' users are met. For example, the improvement in recruiting parental volunteers ensures children are safeguarded, while providing supervision and training to enable parents to be more involved. Emergency evacuation is now unannounced and monitored to identify improvements in practice. Regular meetings are used to track, monitor and evaluate policies and procedures. The registration system ensures that children's exact times of attendance are recorded, which was a recommendation at the last inspection.

The excellent partnership with parents, outside agencies and other providers, involved with individual children, successfully promotes their learning, development and welfare. Staff work closely with the school to ensure a smooth transition for each child, including those with special educational needs. Highly effective working relationships significantly contribute to children's achievements and well-being. Regular information is exchanged with parents from the first home visit to children's transition to another provision. Parents comment on feeling fully involved in their children's learning and the staff knowing their child's individual interests.

Regular newsletters provide very good information on how parents can extend their children's learning at home. Extensive formats are used to provide information for parents, for example, electronic, hardcopy, audio, Braille and different languages.

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

Children are highly independent and confident within the environment. They demonstrate concentration and imagination in their self-selected activities. Excellent access to resources and well-planned adult-led activities motivate children to learn. Skilful interaction from staff provides just the right amount of support to scaffold children's learning. Staff challenge children's thinking and have high expectations, which children respond to positively. Adults make deliberate mistakes to challenge children. For example, children recognise that a member of staff has written an incorrect number and some children are able to say what the number should be. Adult-led activities are developed from children's own interests. For example, a member of staff dresses up as a super hero 'Michael Recycle' to capture children's interest and link it to the recycling activity. This supports children in gaining an excellent awareness of textures, sorting and the purpose of recycling. This is extended by making models and instruments from the materials.

Children are encouraged to be as independent as possible and to support each other. They develop excellent relationships and are valued for their contributions. Consequently they develop high self-esteem. Staff make exemplary role models, and promote communication through visual aids and sign language. As a result, all children are included and show an extremely strong sense of belonging. Children are sensitive to each others' needs and provide peer encouragement. Children's behaviour is excellent and they are developing a strong sense of responsibility. For example, children help prepare their snack and serve their own meals. When a whistle blows they explain that they have to go and sit down. Staff then reinforce children's understanding of tidy-up time before they all go and help. This not only promotes shared respect for the environment but also their skills, as children sweep up, clean tables and sort resources.

Babies are inquisitive and actively explore their surroundings using all their senses. They enjoy affectionate interaction from adults and respond with excitement to eye-contact and vocalisations. Staff make daily observations of children's achievements, their interests and their use of the environment. This is used to identify each child's next steps and plan the environment, to enable each child to concentrate on activities and experiences, through their own interests. Individual educational plans are monitored for children with special educational needs, to ensure they are very effectively supported and one to one support contributes to a highly inclusive setting. Children have excellent opportunities to develop their understanding of problem solving through their play. For example, children measure different planks to find out which are the same length, which are longer and which are smaller. They then find two lengths of the same size to add to their balancing construction. One child uses a small container to scoop up water to fill a

watering can, while other children use a tap on the water butt.

Children develop excellent practices to keep themselves safe and most children are aware of good hygiene procedures. Wipes, tissues, liquid soap and paper towels are all accessible, although occasionally some children forget to wipe their noses or wash their hands thoroughly. Children develop an excellent awareness of healthy eating and enjoy freshly cooked meals. They have daily opportunities to be outside and enjoy regular exercise. Children learn to use tools safely under supervision, such as cutting up carrots with a knife and board, and using scissors. Children confidently use Information, Communication Technology to support their learning and have very good access to mark making resources. Consequently, older and more able children write their own names, recognise numerals and are beginning to recognise simple words.

## 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

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

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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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