

Early Years Bannerman Road

Inspection report for early years provision

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EY275107

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Inspector

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Type of setting

Childcare - Non-Domestic

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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

Early Years Bannerman Road is a nursery that became part of Bannerman Road Community School and Children's Centre, in Easton, Bristol in 2006. The nursery operates from a single-storey purpose-built building adjacent to the school. Each play room has their own fully enclosed outside play area. A separate room is available for a range of family and community services. The nursery opens Monday to Friday from 8am to 6pm, throughout the year. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 48 children may attend at any one time, with an additional 20 children aged up to eight years during school holidays. There are currently 110 children on roll who attend. The nursery offers support to children who have special educational needs and/or disabilities and to those children who are learning to speak English as an additional language. Children aged up to five years may also attend, as wrap-around care is provided for those attending the nursery and reception classes. Most children come from the local area. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery employs 28 staff who work directly with children. Staff hold appropriate early years qualifications, including five qualified primary school teachers and three staff have achieved Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is inadequate.

Staff do not have sufficient knowledge and understanding of the Early Years Foundation Stage to ensure that the individual needs of each child are sufficiently met. Additionally, a number of statutory requirements are not met relating to safeguarding children and their overall welfare. The nursery has a satisfactory system of assessment in place to promote children's learning and development overall. Children play with an appropriate range of toys and resources in suitably organised play areas, both indoors and outside that reflect their interests. Parents are beginning to share their child's progress and development at home with staff and receive quality information about the nursery; however, partnerships with parents and other key agencies do not effectively assure the safety of all children. Overall, the nursery does not demonstrate sufficient commitment to continuous improvement and does not take sufficient steps to evaluate the provision and practice; therefore, significant gaps in the provision have not been identified and outcomes for children are currently limited.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

- ensure that an effective safeguarding children policy is implemented and that all members of staff understand the safeguarding policy and procedure (Safeguarding and promoting children's welfare) 16/01/2012
- notify any child protection agency without delay, of allegations of abuse (Safeguarding and promoting children's welfare) 16/01/2012
- obtain prior written permission for each and every medicine from parents before any medication is given (Safeguarding and promoting children's welfare) 16/01/2012
- keep a daily record of the children looked after on the premises and their hours of attendance (Documentation) (also applies to the compulsory part of the Childcare Register) 16/01/2012

To improve the early years provision the registered person should:

- develop the two-way flow of information with parents further regarding their child's ongoing progress and development, to promote a shared approach to children's care, learning and development.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are inadequate. All staff working with children are not vigilant in following procedures that safeguard and promote individual children's well being and safety, particularly with regard to child protection. Sufficient action is not taken to inform key agencies at all times. As a result of these failings, children could be put at risk. All staff do not meet the requirement to follow procedures to obtain written parental permission prior to administering medication. Additionally, daily records do not include all children's hours of attendance. Children's well-being, health and safety therefore is not fully assured or sufficiently safeguarded. This is a breach of the statutory requirements.

Nonetheless, daily visual checks and appropriate steps to identify and minimise hazards within each area to which children have access ensure they are cared for in a safe and secure environment. The organisation of the play areas both inside and outside give children opportunities to independently self-select from the varied toys and resources that reflect their interests. Children access resources and participate in activities that embrace their local community and cultural diversity. Parents share their experiences and support children's participation in community events, such as the local St. Paul's carnival.

Although staff develop positive relationships with parents, they do not consistently discuss issues of concern. Initial home visits prior to children joining the nursery and when in transition between rooms, support parents understanding of the provision. Ongoing discussion with most staff informs parents of their child's welfare and involvement with activities on a daily basis. Talking newsletters that involve bi-lingual support promote all parents awareness of events within the nursery. Parents are encouraged to share their children's achievements at home. However, this is not yet effective in bringing about an exchange of information to promote continuity in children's care learning and development. The views of parents have recently been sought through a questionnaire. Responses received have not yet been reviewed and therefore have not yet contributed to the self-evaluation process. Staff work collaboratively with other agencies that support children with specific individual needs.

The newly appointed manager and senior management team have identified significant areas for improvement and development and instigated training. This has had a positive impact with regard to the assessment of children's learning and development. However, this process of reflection does not use rigorous monitoring to assure that all staff fully understand procedures and follow required practice to safeguard children and promote their welfare. The management team is committed to staff development to bring about improved outcomes for children. However, at the time of the inspection, significant weaknesses are not identified accurately. The nursery therefore is unable to demonstrate sufficient capacity to maintain continuous improvement.

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

Staff's knowledge of the learning and development requirements is suitable; however, not all staff demonstrate sufficient understanding of all the welfare requirements. Staff have a sound understanding of how children learn and develop. However, they are not wholly confident or secure with the system of assessment, which is currently under review. Staff gain focused information on children's development when they first start at the nursery and identify children's initial starting points and capabilities. This on-going process of assessment is not however, sufficiently robust. Regular observations are undertaken on all children and evaluated against the learning and development guidance. However, this assessment of achievement is not effectively evaluated, so staff's priorities in children's learning are clearly identified. Consequently, planning is not based upon robust and rigorous assessment. As a result, children make satisfactory progress overall in their learning and development.

Young children enjoy varied activities that promote their senses and encourage them to explore resources, such as investigating dried oats. They feel the texture and develop control as they pour the oats, using a variety of spoons and containers. Children enjoy looking at books and listen and attempt to join in familiar action songs. Young babies are sociable; they form strong relationships

with staff who know them well. Young children are given space to crawl, practice walking and develop climbing skills using a variety of equipment, both indoors and outside. Children throughout the nursery participate in both self-chosen and adult-led activities that they enjoy and that reflect their interests. However, due to lack of clear individual learning priorities, staff are unclear as to suitable challenges for most children.

Toddlers develop skills to use technology such as an electronic white board. Children are curious and quickly develop an understanding of the use of icons on the screen and create their own pictures using a range of techniques. Children enjoy activities that reflect their interests. They learn how things work as they switch torches on and off, while observing the effect of light and dark when sitting in a tent. Effective use of sign language with children in most areas of the nursery aids communication. Staff ensure that they gain children's full attention through direct eye contact. They reinforce positive behaviour and learning through repetition. For instance, staff use a variety of props to promote children's understanding of number, sharing and turn taking. Children are encouraged through some open-ended questioning to offer their ideas. Children's interest in sounds and rhythm is promoted through small group activities, such as 'Look listen and learn' using props.

Staff safeguard children through appropriate procedures that promote their safety, such as regularly practising evacuation drills. This enables children's understanding of what to do in an emergency. Children demonstrate an understanding of how to keep themselves safe when using climbing and balance equipment in the outside play areas. They benefit from access to fresh air through free flow access to outside areas from most play rooms. Children develop an understanding of healthy lifestyles through growing fruit and vegetables, both at the nursery and on the nursery allotment. They benefit from a varied range of freshly prepared, well balanced and nutritious snacks and meals throughout the day. Children of all ages freely access drinking water when they feel thirsty. Children behave well. Effective role modelling by staff of the hand sign 'stop' supports children to make their own needs known to others. Children develop a sense of security and belonging through routines and easy access to a wide number of photographs of themselves throughout the nursery. Use of props, such as timers, promotes cooperative play, sharing and listening skills. Consequently, children are developing important skills for the future.

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?	4
The capacity of the provision to maintain continuous improvement	4

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	4
The effectiveness of leadership and management in embedding ambition and driving improvement	4
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	4
The effectiveness of safeguarding	4
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	4
The effectiveness of partnerships	4
The effectiveness of the setting's engagement with parents and carers	4

The quality of the provision in the Early Years Foundation Stage

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	4
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	4
The extent to which children adopt healthy lifestyles	4
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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Annex B: the Childcare Register

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 16/01/2012
- keep and implement a written statement of procedures to be followed for the protection of children, intended to safeguard the children being cared for from abuse or neglect (Arrangements for Safeguarding Children) 16/01/2012