

Brentry & Henbury Children's Centre

Inspection report for early years provision

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Inspector Rachael Williams

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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*.

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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

Brentry and Henbury Children's Centre first opened as a Neighbourhood Nursery in May 2004 and became a Children's Centre in 2006. It operates from purpose built premises within the grounds of Brentry Primary School in Bristol. Children are cared for in four playrooms, each having adjacent toilet and/or nappy changing facilities. The Buttercup room also has a separate sleep room for babies and young children to rest. The hall is also available and used for small group activities. There is a separate building adjacent to the nursery, known as the community centre, which families may access. All playrooms and the community centre have direct access to fully enclosed outside play areas.

The centre offers a wide range of community services to children and their families. This includes a full day nursery which opens each week day throughout the year between 8am and 5pm. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 89 children at any one time. Currently there are 158 children on roll in the early years age range. The nursery provides free early years funding for three and four year olds and enhanced provision for those under three years old. The nursery supports a number of children with special educational needs and/or disabilities and those for whom English is an additional language.

The trustees employ a centre manager who holds a National Professional Qualification in Centre Leadership. She is supported by three managers who all hold early years degree status or above; two of whom are qualified early years teachers. There are 32 staff who work directly with the children; of whom, 25 have level 3 or above early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery is highly effective at meeting the individual needs of children. Outcomes for children are consistently exemplary. There are highly effective partnerships between practitioners, parents and other agencies to ensure that the needs of children are routinely met and their well-being assured. Excellent relationships are established with the children and consequently, practitioners have a deep understanding of children's interests and motivations. Therefore, the delivery of planning and assessment systems are effective and children make excellent progress in their learning and development. On the whole, deployment of staff is effective in meeting children's needs and promoting independence. Self-evaluation at all levels reflects rigorous monitoring and searching analysis of what the setting does well and what it needs to improve.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- improving the deployment of staff when children need support to prepare themselves for outdoor play.

The effectiveness of leadership and management of the early years provision

The nursery exemplifies high quality safeguarding practice. They have excellent risk assessment systems which are regularly reviewed. Visitors to the setting are routinely recorded and are consistently requested to wear identification badges. Access to the play rooms is secure as there is keypad entry and staff are easily identifiable through their uniforms. Children's safety and well-being are significantly enhanced by the robust and highly consistent implementation of policies, procedures and practice. For example, through the use of Common Assessment Framework and essential child protection training for all staff, which is clearly understood. Excellent referral systems have been established and there is exceptional partnership working with relevant agencies. All staff are committed to providing children with a safe and secure environment. Recruitment and induction arrangements are rigorous to enable children to be cared for by suitable adults.

Diversity is celebrated and staff are proactive in removing barriers to promote inclusive practice. There is excellent, individual support for children for whom English is an additional language. Strong relationships are built with the child and their family so that they feel secure and welcomed. For example, social stories are created so that children are familiar with the nursery's routines and practitioners are familiar with family members, children's interests and celebrations. A 'special box' is created for the child to put their personal possessions in. The needs of individual children are assessed sensitively and appropriately to ensure that activities, resources and equipment are tailored to meet individual needs. Excellent referral systems have been established and partnerships with health professionals are exemplary.

Parents are actively involved in their children's development. Practitioners are proactive at maintaining informative displays and sharing activities that parents can do at home. Parents willingly volunteer their time and skills, for example, to translate the welcome booklet and to be involved in cooking activities. Parents' views are welcomed and practitioners are proactive in providing parents with relevant information on request, such as favourite songs sung at the nursery.

Very good use is made of the local environment. For example, children thoroughly enjoy their visit to a local museum where they are able to use a broad range of photographic equipment to create a collage, observe a gallery and go back in time

to look at the 1940s. The environment is conducive to learning and is safe. There is an abundant range of highly stimulating toys and resources. These include an extensive range of resources to promote children's understanding of diversity. Resource planning, including the deployment of staff skills and expertise, is generally well established and responsive to changing needs. However, on some occasions, such as when helping children into all-weather gear for outdoor play, children are not actively engaged. Displays are used exceptionally well to provide a warm and welcoming environment. Children's achievements are celebrated, for example, on an 'our masterpiece' display and through a graduation ceremony.

There is high-quality professional supervision for all staff which supports outstanding performance. All practitioners are clearly focused on improving outcomes for children. They all contribute to quarterly reports to influence improvements in each room. Practitioners are proactive at accessing relevant training and a system of 'champions' has been initiated to ensure that there is a regular source of well-informed knowledge. Self-evaluation at all levels is robust and parents actively contribute to decision making. As a result actions taken by the setting are well-targeted and, in most respects, have outstanding impact in bringing about sustained improvement to the early years provision.

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

Children demonstrate very positive behaviour. Close and caring relationships are established with all children, who are exceptionally well supported. Children are actively engaged in a broad and balanced range of well thought out activities. Consequently, there is little opportunity for children to become bored or disinterested. Staff consistently listen to the children's ideas. For example, when it starts to hail even the youngest children are able to rush outside and use their senses to explore in confidence. Children make outstanding progress from their starting points in developing the skills to help them in the future. Practitioners promote individualised, purposeful learning exceptionally well and activities are of an exceptionally high quality. For example, young children showing an interest in dolls are escorted to the baby clinic where they can observe real babies and can weigh their dolls using the same equipment. Assessment systems are rigorous and are effectively supported by high-quality observations which are meticulously used to influence future planning. Parents are consistently involved in the process and willingly contribute achievements from home to the learning profiles.

The development of children's communication skills is of high priority and monitored exceptionally well. For example, the 'Every Child a Talker' programme has been used exceptionally well to promote story making skills where children successfully sequence stories and use familiar vocabulary. Children are very well prepared for transition to school through supportive and well planned arrangements that consistently involve the children and their parents. For example, practitioners create photograph albums for all of the schools that the children may attend. They supply school uniforms in children's role-play areas so that they can

become familiar with their new environment.

There is excellent provision of healthy and nutritious snacks and meals which meet children's special dietary requirements. Children are able to make healthy choices at a cafe style snack-time and thoroughly enjoy the range of fruit on offer. Children learn about healthy eating through gardening activities where they have been able to plant and grow herbs, tomato plants and other vegetables. Children are fully aware of the need to wash their hands at appropriate times, for example, before eating and after visiting forest school. Children thrive in the outdoor area which has been recently developed. In particular, children's imaginative skills are meticulously promoted through the use of a 'play pod' which encourages children to use a range of resources inventively. Children are able to take risks in a safe environment under the watchful eye of vigilant staff. For example, toddlers thoroughly enjoy their forest school experience where they are able to use tools purposefully to make collections or to dig. These children are fully aware of boundaries and consistently behave in ways that are safe to themselves and others. For example, children are fully aware that if they see a red flag it represents danger. Children confidently say 'stop, don't touch'. Rigorous systems have been established to ensure medication is administered appropriately and that all accidents are routinely recorded and regularly assessed.

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	2
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