

# Compass Point: South Street School and Children's Centre

Inspection report for early years provision

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<b>Inspection date</b>	06/02/2012
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<b>Type of setting</b>	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

Compass Point Children's Centre is an integrated part of the Compass Point site in Bedminster, Bristol and is part of Bristol City Council's Children's and Young People's Services. It originally opened in 1998 as a Family Unit, on the site of South Street Primary School with whom it has very close links. Since designation as a Children's Centre in 2008, the setting may care for no more than 69 children in the early years age group, of these, not more than 9 may be under 2 years at any one time. It provides care in nursery classroom, children's centre, school hall, enclosed outside play areas and associated facilities. Opening times are Monday to Friday from 8am to 6pm, all year round; except for bank holidays, staff training days and a week over Christmas. Children attend a flexible range of sessions within these hours. The setting offers places for 33 children under three years and 16 places for 'wrap around care'. 12 places for two-year-olds are funded by the local authority. There are currently 70 children on roll. The centre receives funding for the provision of free early education for three- and four-year-olds. There are two inside areas for play including a sleep area, two changing rooms and kitchen and a small secure enclosed outdoor play area. The centre employs a team of 27 staff, including administrators, Family Service practitioners and Early Years practitioners, of whom 22 work with children in the 0-3 provision. The manager has a Level 7 of the National Professional Qualification in Integrated Leadership, two members of staff have a Level 6, one has a Level 5 and three a Level 4. Other staff hold National Vocational Qualifications at a variety of levels, mostly at Level 3. The group has achieved validation for the local authority's quality assurance scheme. It is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The Centre supports children with special educational needs and/or disabilities, and those for whom English is not their first language. Children are offered a hot meal at lunchtime and at tea time.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Compass Point is a good setting run by a skilled and effective team of dedicated practitioners who ensure that individual children's needs are well met by extensive planning and assessment and meticulous organization. Children are very safe and well cared for within a warm and spacious environment where they experience stimulating activities, ensuring that their learning and development are good overall. The setting is in the process of improving some aspects of the environment. Partnerships with parents and carers and links with the school on site are exceptionally well established. All recommendations from the last report have been fully addressed. Self-evaluation is a strength of the setting and this, together with the drive and ambition to continue to develop its practice, gives Compass Point a good capacity for further improvement.

## What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- improve procedures for children to have access to fresh drinking water
- improve the environment by providing a more appropriate floor covering in one of the play areas
- provide more opportunities for promoting physical development to improve children's movement, coordination and control.

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

Safeguarding is a strong feature. Comprehensive policies and procedures are rigorously adhered to through clear daily routines which ensure children are kept very safe at all times. Written risk assessments are completed assiduously for all activities. All adults are trained in first aid and child protection and have a high regard for children's health and welfare. Changing rooms are clean and orderly and each child has their own named tray for personal items. Children benefit from the spacious accommodation but, in one room, the floor covering is not wholly conducive to the needs of young children. Resources are of good quality, challenging but colourful and easy to handle. The outside area is very well organised but it is small and does not allow for sufficient use of wheeled toys or organised games for physical development. Water is readily available but very young children are not sufficiently supported in accessing it correctly. All children enjoy substantial and appealing healthy snacks and lunches. As a result, children learn in a healthy, safe, calm and enjoyable environment. The setting is very well organised and run by the experienced manager, a coordinator and well-established team. Self-evaluation is a particularly strong feature that identifies accurately strengths and areas for development. This has led to consistency of practice encouraged through, for example, each member of staff taking it in turns to lead the room on a regular weekly basis. Staff are very well supported by extensive professional training, for example, their current involvement in a programme focusing on children's social, emotional and communication needs. Planning directly from observations of children's interests is at the heart of all learning activities and systems for monitoring learning and development are particularly well embedded. As a result, children make good progress. Along with photographs and contributions from home, assessments form a comprehensive 'Learning Journey' for each child. Compass Point is fully inclusive and equal opportunities are promoted very well. Diversity is celebrated and discrimination not tolerated in any form. Children with special educational needs and/or disabilities, and those for whom English is not their first language, are very well included and supported by specially trained adults, the use of several external agencies and adults who speak children's home language. An excellent relationship exists with the school whose site they share and effective transition arrangements are very well established. The involvement of parents and carers is outstanding. Information boards tell parents on a daily basis about their child's sleep, meals and nappy changes as well as displaying menus, key workers and activities. Home visits are undertaken before children begin at the setting and an excellent procedure for separating and settling children in, is in place. A new parent

commented very positively upon the excellent way in which her child had bonded with their key worker within three visits. Regular questionnaires show that parents value the setting highly. They have very regular opportunities to meet with staff and discuss their child's 'Learning Journey' and any concerns they may have.

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

Children are treated warmly and with great care. They settle confidently and quickly and behaviour is exemplary because of the excellent early partnership established with parents and carers. Adults handle very young children gently and the calm atmosphere demonstrates children's strong sense of security as the youngest sleep untroubled. Children choose their learning from well-organised and stimulating activities. Their interest is entirely captivated as they enjoy stimulating sensory experiences playing with large quantities of rice, feeling it between their fingers and concentrating hard whilst filling numerous containers. Children's knowledge and understanding of the world around them is enhanced by the 'market stall' as they learn the names of fruits and vegetables. Adults interact very well with children by extending their language as they talk with them about their chosen activities. The painting easels are another favourite activity and help children to develop fine physical skills. Assistance is immediately at hand to provide an apron and show them how to hold the paintbrush effectively.

As they jump in the small trampoline in the outside area, children cooperate, share, take turns and get on very well together, exercising and developing their muscles well and developing their coordination. They learn about mini beasts in the small garden planters and learn to count, as adults interact well with them whilst filling buckets in the sand pit. They develop early writing skills as they make marks at the writing table. Although the outside area is well organised and provides good opportunities across all areas of learning, it is hampered by its small size so only a few physical activities are available.

Whole group singing provides an excellent pre-lunch activity. Adults and children all join together to sing number rhymes, such as 'Five Speckled Frogs'. Children are totally engaged and entranced by the 'Surprise Box' as the finger puppets emerge to illustrate the songs. As a result, they enjoy a hot lunch of pasta and mince and banana custard in a calm and well-organised social occasion.

Children begin to develop a growing awareness of each other and a sense of how to keep safe, whilst playing together. Strong links with the local community provide opportunities for taking part in a 'Gorilla Hunt', along with a movement and dance project run by a community group. Through these, they learn how to cross roads and move safely during physical activities. Those with special educational needs and/or disabilities are fully included in all activities and enjoy very good support from trained adults. Those whose first language is not English are very well supported by adults who speak their home language. Signing is used well to assist understanding.

Skills children learn at this early stage in their development, especially developing good personal and social skills, prepare them very well for the future. During activities, observations and photographs carefully record learning and development. Adults use these on a daily basis to inform and plan very carefully for the next steps in learning for each individual child.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	2
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	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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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