

# Four Villages Children's Centre Long Cross

Inspection report for early years provision

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<b>Unique reference number</b>	EY437062
<b>Inspection date</b>	19/04/2012
<b>Inspector</b>	Elaine Douglas

<b>Setting address</b>	Long Cross Centre, Lawrence Weston, Bristol, BS11 0RX
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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**

Four Villages Specialist Children's Centre Long Cross was registered in 2011 and operates from purpose built rooms within the Long Cross Centre, Lawrence Weston, Bristol. The children's centre is managed by Bristol City Council and has a voluntary advisory board. The centre includes a day nursery for two and three-year-olds, which is open each weekday for 52 weeks of the year, from 9am to 5pm. An occasional creche supports parents and carers attending a variety of courses. There are drop-in support groups for parents, carers and their families. All services are housed in a purpose-built building with outdoor play areas for the children.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 48 children under eight may attend the centre at any one time, of these 40 may be within the early years, and of these, no more than six may be under one year. There are currently 24 children aged two to three years on roll. Out of school care is offered for children who attend the nursery and local school. The children's centre offers enhanced provision and is funded to provide free early education to children aged two years. The children's centre supports children with special educational needs and/or disabilities and children who are learning English as an additional language.

There is an overall centre manager, and a day care manager who is responsible for the daily running of the centre. In addition, there are 11 members of staff who work directly with the children, all of whom have level 3 early years qualifications. The staff are supported by a qualified teacher.

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

Overall the quality of the provision is good.

The nursery provides a stimulating environment where all children enjoy their learning and make good progress overall. All children display high levels of confidence and self-esteem. Overall, staff provide good interaction and activities, which promote children's skills for the future and generally enable them to take responsibility for small tasks. Exceptional procedures help keep children safe and most promote healthy practices. Through outstanding partnerships with parents and other professionals, staff ensure they meet children's individual needs and no child is disadvantaged. The management and staff work well as a team and through effective self-evaluation; they implement good actions for continuous improvement.

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

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

- improve staff awareness of supporting children in developing an understanding that good hygiene practice can contribute to good health
- extend the use of routines such as snack time for children to develop independence and manage developmentally appropriate tasks.

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

The management team and staff safeguard children by implementing robust procedures. All staff attend regular training and have a comprehensive knowledge of child protection procedures. Senior management make excellent checks to help ensure they only employ suitable personnel. Excellent systems ensure only an appropriate adult collects children. Vigilant supervision and security helps keep children safe around the premises and extensive risk assessments are highly effective. Staff have an outstanding awareness of the emergency evacuation procedures and keep an emergency bag with resources such as a first aid kit. Regular newsletters provide thought provoking information for parents on promoting children's health and safety. Staff seek and confidentially document extensive information in order to protect and promote children's welfare.

The senior leadership teams meet regularly to discuss their good practice and identify areas for continuous development. Good self-evaluation includes the views of all users. For example, staff seek parents' feedback both verbally and through questionnaires, and children's requests are included. Any actions are cascaded to staff to develop their own action plan. This means all are involved and take responsibility for the effective implementation to improve outcomes for children. For example, staff have recently introduced new ways of parents contributing to the children's development records. The lead practitioner meets with staff on a regular basis to support and monitor their practice. For example, they have looked at what observations tell them and how to use the information to support children's future learning.

Staff deploy themselves well as a team to meet children's individual needs. They have divided the indoor environment into learning areas with low-level containers. This enables children to access the good quality resources and initiate their own learning. For example, one child operates a digital camera and another sorts different size beads. The indoor and outdoor learning environments promote all areas of development and represent the children's diverse backgrounds. Staff treat all children equally and the plentiful range of resources ensures all children are included. For example, staff provide additional boots and waterproofs for children to wear outside. They use sign language and visual aids effectively to support children who are learning English as an additional language.

Staff highly effectively promote children's learning and welfare through excellent partnerships with outside agencies and other providers. Individual learning plans are highly effectively implement to support children with special educational needs and/or disabilities. Very strong partnerships with the school enable a smooth transition for both the children and their families. All children receive home visits

so that staff can assess their needs prior to them starting. Consequently, they support children and their parents or carers extremely well. Parents speak highly of the approachable staff and the excellent improvements in their child's speech, behaviour and confidence. Parents receive excellent information on the provision and records of children's learning journeys are visual making them accessible to all. Excellent procedures keep parents central to their child's learning and a toy library enables them to take resources home to use with their children.

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

Children develop good skills for the future. They access good writing resources both indoors and outdoors to practise their early writing skills. Staff use many activities to promote children's language skills well. Children enjoy using information and communication technology, such as the computer. Staff plan multi-sensory activities using books. For example, they develop their physical skills and understanding of textures as they act out a story about hunting a bear. Children are happy and enjoy their learning. They demonstrate an extremely strong sense of belonging. They have an excellent understanding of the expectations, such as putting an apron on to play in the water. Staff use highly effective systems to promote positive behaviour. Consequently, children are exceptionally well behaved. Staff provide good prompts for children to take care of the environment. For example, pictures of books enable children to put them back where they belong. All children are valued; staff listen and respond well to their opinions. Children develop a very strong sense of their own identity and through well-planned activities develop a very positive awareness of diversity.

Staff provide good interaction encouraging children to solve problems. For example, they ask children what they need to open a bag of sand. A child gets a pair of scissors. They help cut the bag open and work with another child to empty the contents. Another encourages mathematical language as a child counts the sides of a triangle. Staff demonstrate to children how to use equipment and give them plenty of time to practise for themselves. However, staff use daily routines such as snack time less effectively. For example, when staff pre-prepare fruit and drinks children do not develop independence and manage age-appropriate tasks. Staff plan effectively to ensure each child is progressing well. They provide a good balance of adult-led and child-initiated activities, which motivate children to learn. Children's needs or key worker group differentiates small group work. This enables them to be involved in focused activities. For example, children who are learning English as an additional language make choices about action rhymes and together construct a train track.

Children have an excellent awareness of using a range of tools and equipment safely. They regularly practise the emergency evacuation procedures and learn how to move safely around the building. Children demonstrate an exceptional understanding of behaving safely and through highly effective routines feel very secure and safe. Children enjoy a wide range of nutritional cold meals and develop a good awareness of healthy eating. Children put on coats and boots to go outside

and enjoy energetic play. This enables them to practise their physical skills and gain an awareness of the natural world. Defined areas include digging and planting, balancing and steering, as well as bug hunting, and imaginative role-play. Staff provide good role models so children develop good thorough hand washing procedures. However, they do not always remind children to wash their hands before having their snack or to wipe their nose. Therefore, children do not develop robust hygiene practices and awareness of how they contribute to their health.

## 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	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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	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	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	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