

Bridgwater College Childcare Centre

Inspection report for early years provision

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Inspector Marie Thompson

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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

Bridgwater College Childcare Centre was registered in 1992 and was designated as an Early Excellence Centre in 1997. Since 2006 it has been a partnership Children's Centre between Bridgwater College and Somerset Local Education Authority. The nursery management has just undergone a transition and the management of Bridgwater College Childcare Centre is now the sole responsibility of Bridgwater College, and is located on the college campus in Bridgwater, Somerset.

The centre has purpose-built accommodation with a secure outdoor area. The accommodation comprises of a large main playroom with two adjoining baby rooms, the sensory room is also used as a music and audio room, a Forest School base room, a community/dining room, meeting rooms for parents, kitchen and toilet facilities. The centre is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 71 children may attend the centre at any one time aged from four months to five years. There are currently 123 children on roll. The centre is funded to provide some free early education to children aged two-, three- and four years. The centre provides care for children living in the local and wider community. The centre also takes children up to the age of eight years during the school holidays only. The centre supports children with special educational needs and/or disabilities and who speak English as an additional language.

The centre is open each weekday for 50 weeks of the year from 8am and 5:30pm. The Childcare Centre manager is supported by a suitably qualified Day Care manager

. There are 17 practitioners who work directly with the children; of these 14 have Level 3 early years qualifications or above. Two staff members are working towards a Level 3 qualification, and one staff member holds a Level 2 qualification. The centre is supported by visiting specialist staff, such as speech therapists and educational psychologists.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are thriving at this exceptional setting. They are extremely well supported and benefit from a team of enthusiastic and highly dedicated staff who have an excellent understanding of each child's individual needs. Children are highly valued and are key in shaping the provision of activities. This helps ensure each one is making excellent progress towards the early learning goals, appropriate to their age, ability and starting points. Relationships with other providers are very well established and those with parents are equally strong, promoting generally very effective partnership working. Self-evaluation is strongly embedded and demonstrates abundantly the commitment to further developing practice to promote increasingly improving outcomes for all children.

What steps need to be taken to improve provision further?

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

- extending opportunities for all parents to be involved about and support their child's learning, for example by regularly reviewing their children's progress in their learning journals.

The effectiveness of leadership and management of the early years provision

Staff are guided by a highly experienced and skilled management team who inspire, encourage and value their contributions. Safeguarding is given the utmost priority, with exemplary procedures in place to promote the safety and protection of children. All staff are extremely confident in their understanding of child protection policies and procedures. An extensive and detailed range of policies and procedures are understood and consistently implemented by staff. These are used to inform practice and promote the welfare of the children who attend. This, combined with effective recording systems for medication administration, accidents and allergies, which are all meticulously kept, monitored and efficiently stored, further makes certain children are extremely well protected. Highly detailed risk assessment and daily checks are conducted by staff to minimise hazards and help reduce accidents.

The children's overall experience within the setting has been given the highest consideration. Staff create homely spaces using soft furnishings and natural textures to enable children to feel comfortable and secure. Photographs of children at play and their artwork decorate the walls of the nursery and corridors, helping to create a wonderful homely environment. This provides parents and visitors with a fantastic insight into how children spend their time at the nursery. Resources and activities are presented imaginatively to meet the needs of all children and to stimulate their curiosity and interest in learning. Staff are deployed in a highly effective way, enabling them to focus completely on the children. Consequently, the children are purposefully engaged in their play and are very happy and settled. Staff are courteous, friendly and helpful to visitors and parents, and are excellent role models to the children. They are extremely motivated and committed in all aspects of their professional development. This is driven by the nursery manager's commitment to empowering all staff to develop their skills, qualifications and knowledge. A rigorous cycle of monitoring and evaluation means that the management team and staff are always striving to improve the quality and impact of the care and activities provided, demonstrating exemplary capacity for improvement.

Partnership with parents is overall outstanding. Staff extend communication with parents through letters, newsletters, and communication books, on the telephone

or in person. Most parents are fully involved in the review of their children's progress in their personal learning pathways folders; however this is not always fully extended to include all parents. Parents' views are valued enormously and they are encouraged to communicate their opinions through the parents' forum and questionnaires. There is an open door policy, which parents actively take advantage of. Parents are extremely complimentary about the nursery, describing the friendly caring staff, and the fantastic work they do. All staff are highly committed to forging meaningful relationships with parents/carers, agencies, professionals and settings involved in the children's lives. Management and staff have made outstanding efforts to support children with special educational needs and/or disabilities. They work in close partnership with parents and other professionals to make sure all needs are identified and planned for. Valuing diversity, the community and wider world is very strongly embedded into everyday practice. This is enhanced by exciting toys, resources accessible to children in their natural play and images around the environment.

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

Children develop, explore and test their physical control through an excellent range of indoor and outdoor activities; for example, the garden incorporates several areas in which children can engage in forest school activities, and provides opportunities for children to explore den making and have the freedom to create their own imaginary worlds. The free-flow outdoor play enables children from different age groups to engage in an extensive variety of stimulating and interesting activities. Both babies and children are able to select their own toys and resources. This means that all are flourishing and making very good progress in their learning and development. Children use resources such as the computer, camera and a calculator to develop their technology skills. There is a wonderful calm atmosphere throughout the nursery, peppered with the sound of children's laughter and singing as they splash in the water and play parachute games with the staff. Staff sensitively interact with children and respond intuitively to their needs, such as, when they are tired or upset. Extremely close and caring relationships between staff and children develop their self-esteem and promote a very strong sense of self. Through daily care routines such as nappy changing, sleep time, mealtimes and play times, each key person builds a special relationship with the children. All children are cared for tenderly and with great affection. Consequently, they feel secure, extremely happy and confident. Early communication skills are extremely well supported through high quality adult-child interactions. They have a wealth of opportunities to access natural play materials, from water play and wood to the use of treasure baskets and creative play. The excellent range of objects used is chosen to appeal to the babies' five senses and encourage development exceedingly well. The quality of toddlers' learning experiences is enriched as staff develop activities based upon the needs of the individual child. For example, the organisation of the room allows the children to have open space and provides many opportunities for them to continually test their developing skills. Many play activities and experiences provided promote children's sensory awareness as they experience the delightful lights and resources in the

sensory room.

Staff have totally embraced and demonstrate a thorough understanding of the Early Years Foundation Stage. They have a true understanding of the key person system and this translates extremely well into their practice. Staff demonstrate this through their detailed knowledge of each child, which results in children's needs being met exceedingly well. Their approach to planning is innovative and based on careful and sensitive listening, observations and reflection, thus enabling them to give the utmost priority to child-initiated, spontaneous play. The reflective planning is meticulously evaluated by staff who offer children a comprehensive range of rich experiences, in all areas of learning. All children enjoy an excellent diet of fresh food each day. They learn where food comes from as they grow, nurture and taste various items grown in the garden. Children are empowered to take responsibility for their own safety. They are efficient at clearing up after themselves, prompted by the excellent use of well-timed verbal notification from staff. Children very confidently learn from experience how to keep themselves safe. For example, they regularly practise emergency evacuation. Consequently, children clearly thrive and make consistent progress across all areas of the Early Years Foundation Stage.

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	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

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