

The Red House Children's Centre

Inspection report for early years provision

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Inspection date	25/06/2012
Inspector	Hilary Tierney
Setting address	The Red House Children's Centre, 1 Cossins Road, BRISTOL, BS6 7LY
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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

The Red House Children's Centre opened in 1988 and re-registered in 2012 when the owners registered as a limited company. It is situated within a detached three storey building in the residential area of Redland in Bristol. The nursery operates from the ground and first floor of the premises. It is open Monday to Friday from 8am to 6pm for 51 weeks of the year. All children share access to an enclosed outdoor area. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 53 children aged from two years to under eight years may attend at any one time. Of these, not more than 18 children may be over five years of age at any one time. There are currently 134 children on roll, of whom 104 are in the early years age group. The nursery offers support to children who have special educational needs and/or disabilities and children who speak English as an additional language. The nursery receives funding for the provision of free early education to children aged three and four years. The nursery employs 21 members of staff. Of these, 18 staff hold appropriate early years qualifications. These include seven qualified teachers and eight members of staff who hold Early Years Practitioner Status (EYPS). A further member of staff holds a Masters in Education and two members of staff are currently working towards this qualification. One member of staff is working towards a Doctorate in Education.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are recognised as unique and overall make excellent progress in all areas of learning in a fully inclusive and nurturing environment. Staff are highly qualified and experienced and, as a consequence, they meet children's individual needs exceptionally well. Children are very aware of how to help to keep themselves safe and are active, curious and eager to learn independently. Extremely strong links with all parents, carers and other early years settings mean that constructive information is shared regularly to benefit the children. Staff constantly strive to provide exceptionally high quality childcare and demonstrate an excellent capacity to maintain ongoing improvement.

What steps need to be taken to improve provision further?

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

- supporting children's understanding of how hygiene promotes good health, for example by improving their awareness of why the optional hand towels

are changed regularly .

The effectiveness of leadership and management of the early years provision

Staff have a comprehensive awareness of safeguarding issues and through regular training, all are clear about what to do if they have any concerns about children in their care. The detailed comprehensive policies and procedures are implemented consistently and robustly to help promote children's safety. Children are safeguarded extremely well by extensive recruitment and vetting procedures, including the successful induction of new staff. Children display an excellent awareness of how to keep themselves safe. For example, when going for walks in the community children understand the rules for walking with staff, the need for sun hats, sun cream and what staff need to take with them, such as a mobile telephone. The highly motivated, qualified and caring staff help all children to flourish in the nurturing, caring environment. Resources are of exceptional quality, easily accessible to all and the nursery is well planned with natural objects and equipment. Staff ensure that symbols, letters, numbers and books are all easily accessible to children. Both staff and children constantly use sign language and verbal communication, which means that all children are fully included in all activities. For example, during meal times children will ask for more food using sign language and the staff reply, also using sign language.

Staff embrace children's diversity extremely well and encourage children to use their home language during play. Parents are invited to visit the nursery to read stories to all the children in their home language. This helps to develop children's awareness of their own family backgrounds and those of others. Staff have developed highly effective partnerships with parents, carers, other professionals and early years settings to promote children's welfare and learning. Parents spoken to are highly complimentary about all aspects of the nursery and staff. Parents are fully included in all aspects of their child's care. They receive regular detailed information, which helps to ensure children settle quickly into the setting. Parents are able to meet regularly with their child's key person and discuss their child's progress and development. Parents play an active role in their child's development. They are encouraged to look at the daily experiences board and daily mapping sheets where they can talk to their child about what they have done that day.

Staff are involved in highly effective systems for self-evaluation. Although this is the first inspection under a new registration, the nursery has been operating for many years. Both staff and management demonstrate that they have high expectations and set high standards which are embedded across all areas of practice. Staff morale is very high and all staff share a common aim in promoting the setting's success. Rigorous and extensive monitoring and self-challenge enable staff to devise exceptionally well-targeted plans and promote excellent outcomes for children.

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

All children are eager to attend the nursery and are progressing exceptionally well in all areas of learning and development in relation to their starting points. All children demonstrate outstanding progress in developing the skills that will help them in the future. For example, they confidently take photographs of their work and then are taken to the computer where their photographs are downloaded and printed off. Children play a dynamic role in their learning and are able to offer their ideas and respond to challenges with great enthusiasm. They show high levels of independence, curiosity, imagination and concentration. For example, children start to build a cube with tubes; this falls over and creates two triangles, so the children then decide to make two tents. With the help from a member of staff, they peg scarves and sheets over the tents. These are then used as a house and staff ask children open-ended questions to help them think and problem solve as they complete their task.

Children enjoy very strong relationships with staff and respect and tolerate each other's differences. They demonstrate exceptionally positive behaviour and high levels of self-control. They share, take turns and work collaboratively together as they play. Children are confident to share any concerns they may have with their key person. Children comment about how safe they feel and how much they enjoy coming to the setting. Children safely use a range of tools and equipment and know how to handle these in order to keep safe. They have an exceptional understanding of safety issues especially when creating items using woodworking tools, such as nails, hammers, clamps and screwdrivers. Children have a strong sense of belonging, demonstrated through the many displays of their work and photographs. They take a full and active role in their learning, show great curiosity and the desire to explore and are inquisitive learners. They can freely access all rooms in the nursery and the garden areas. Children understand they need to ask a member of staff first if they want to go upstairs or in the garden. They have exceptional opportunities to engage in a wide range of physical activities. They enjoy using the outside space to investigate and explore. Children take great delight in finding bugs, watering plants and the vegetables they are growing. They enjoy having stories told to them by the staff, which helps to develop their imaginations.

Children demonstrate high levels of independence. They help set the tables for meal times. Children take great delight in helping to count the number of chairs, china plates, bowls, knives, forks, spoons and glasses needed for their table. They help to clean the table, put on the tablecloths and a vase of flowers. They fill glass jugs with water and understand they need to walk carefully back to the table with it. Before meals, children understand they need to wash their hands, and are able to choose to dry their hands using either a hand dryer or hand towel. Staff put out a clean hand towel every morning and change it after lunch. However, children are not made aware of why the towel may need changing regularly as part of effective hand washing routines before mealtimes. Children and staff sit and eat together. This is a very social time and helps children to understand about good table manners. All children are extremely content and settled because their individual

health, physical and dietary needs are met to an exceptional standard.

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

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