

# Early Years Bannerman Road

Inspection report for early years provision

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**Unique reference number**

EY275107

**Inspection date**

18/07/2012

**Inspector**

Rachael Williams

**Setting address**

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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**

Early Years Bannerman Road is situated within the foundation stage unit of Bannerman Road Community School and Children's Centre, in Easton, Bristol. It was registered in 2006. The nursery operates from a single-storey, purpose-built building adjacent to the school. Each of the three play rooms have their own enclosed, outside, play area. Separate rooms are available for a range of family and community services.

The nursery opens Monday to Friday from 8am to 6pm, throughout the year. It is registered on the Early Years Register and on the compulsory part of the Childcare Register. A maximum of 48 children from birth to the end of the early years age range may attend at any one time. An additional 20 children, aged up to eight years, are registered to provide wrap-around care and occasional cover during school holidays. There are currently 100 children on roll, who attend for a variety of sessions. The nursery offers support to children who have special educational needs and/or disabilities and to those children learning to speak English as an additional language. Wrap-around care is provided for those children attending the nursery and reception classes on site. The nursery receives funding for the provision of free early education for children aged two, three and four years.

The head teacher and governors of the local authority school are responsible for the provision. A manager with a teaching qualification oversees the running of the childcare provision. She is supported by 32 practitioners who work directly with the children. Most staff hold appropriate early years qualifications, including five qualified teachers, two Early Years Professionals and three who have foundation degrees. There are 12 other staff who have early years qualifications at level 2 or 3. In addition, two administrators and two domestic, support staff work in the centre.

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

Overall the quality of the provision is good.

The nursery has made substantial progress since its last inspection and staff promote children's welfare to meet their needs effectively. There is a strong commitment and capacity to maintain continuous improvement to further improve standards, based on effective self-evaluation procedures. Staff have good knowledge of the children in their care, consequently, children make positive progress in their learning overall. Overall, there are strong links with parents, key agencies and health professionals to support children's individual development so that no child is disadvantaged. Systems to engage fully with other early years settings are being developed.

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

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

- extend partnerships by encouraging parents to contribute more to their children's learning and the development of the provision, and develop consistent arrangements to share information with other early years settings.

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

Since the last inspection, safeguarding systems have been a strong priority. All staff receive ongoing training to help to ensure their understanding of child protection procedures. There are clear, reporting procedures and key members of staff have comprehensive knowledge of these and implement them well. Staff accurately record each child's daily attendance to promote children's well-being. Rigorous security helps keep children safe around the premises and detailed, risk assessments and daily, room checks are effective in maintaining children's safety. Children become aware of their own safety as they frequently participate in emergency evacuation and 'lockdown' procedures. The leadership team has established robust systems to help ensure suitable staff are recruited. There are thorough induction and professional development arrangements.

The setting's environment is exciting and stimulating. It celebrates the community and the many different cultures of the area. For example, staff display Indian music plays and pictures reflecting the diversity of the locality. Staff take time to organise and monitor the environment well to meet the individual needs of children. All children can easily access a wide range of good quality toys and resources. These are stored in labelled, low-level units so that children are free to make independent choices about their play.

Staff use talking newsletters and translated information about the setting to keep all parents well informed. There are regular opportunities for information sharing, such as consultation events where parents are able to share their child's learning diary and discuss learning priorities. As yet, parents are not fully involved in self-evaluation processes and do not consistently contribute to sharing children's achievements from home. Staff work particularly well with all professionals from agencies engaged with children. For example, there are regular, multiagency meetings to share concerns and ensure appropriate support is accessed promptly. Staff are competent in developing individual educational plans and assessing progress to thoroughly support children's needs. Partnerships with other early years settings not yet extensively developed so that information shared is recorded and fully used to support children's progress.

The recently appointed, leadership team members have a clear vision for the future and have made significant improvements. For example, they have developed the pre-school learning environment and enhanced children's communication skills through positive interactions from staff. They have good understanding of what they need to do to secure further improvement. For example, they have plans for utilising the skills of staff and ensuring consistency in

staff delivery of the Early Years Foundation Stage framework. All staff contribute to the monitoring process and plans for the future are well targeted. Consequently, the setting demonstrates good capacity to maintain continuous improvement.

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

Competent staff interact with children well and establish good knowledge of children's individual needs. Staff use home visits productively to develop positive relationships with children and their families and consequently have good understanding of their starting points. Planning is well thought out to provide helpful experiences to challenge children's development so that they make effective progress. Observations are routinely made of children's achievements and staff use these successfully to identify learning priorities. Children are thoroughly motivated to be involved in their learning. Screen shots on the interactive board in key group time support children to review their morning's play and to celebrate achievements.

Children delight in singing games, smiling and laughing as they enthusiastically bounce animals on fabric in whole group activities. They listen well to instructions following the staff's lead. Staff are effectively aware of children's fascinations. For example, books are readily available to children so that they can access these independently. Staff take time to cuddle close and share favourite books. Children manipulate malleable materials well as they roll and stretch these to make 'snakes' and 'snails'. They use tools purposefully and carefully.

Children use scissors sensibly in their design-making processes and are aware of expectations. Children are encouraged to talk through the process and to make decisions for themselves, such as when making telescopes. Children solve problems well. For example, after attempting several times to move a bucket, they decide it is too heavy and decide to drag it. Developing communication skills is a priority and staff are good at giving children clear explanations, such as a five minute warning before tidying up. Consequently, children develop good skills for the future.

Children's behaviour is good. Staff are effective role models and are calm and persuasive as they support children to resolve conflicts independently. For example, use of sand timers encourages children to take turns when playing in the well-equipped, outdoor area. When children comply, staff praise their behaviour with, for example, 'I'm so proud of you; you are a good boy.' Children negotiate space well as they create pathways and avoid collisions when riding on the tricycles and scooters. Children are well aware of their personal needs. For example, when they are thirsty, children access their named water bottles and staff replenish these regularly.

There are rigorous procedures in place to ensure that accurate health care plans are established and that medication is administered correctly by designated staff. There are good arrangements to identify children's special dietary requirements.

For example, each child has a named mat that highlights any allergies to all staff. Children become effectively aware of hygiene and safety routines. For example, after spilling water on the floor at lunchtime, a toddler requests a cloth so that he can wipe it up for himself.

## 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	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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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:

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