

# Upper Horfield Children's Centre

Upper Horfield Primary School, Sheridan Road, BRISTOL, BS7 0PU

## Inspection date

22/11/2012

Previous inspection date

06/05/2009

## The quality and standards of the early years provision

**This inspection:**

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Exceptional organisation of the learning environment and exemplary interaction by well-qualified, committed staff enable children to make the best possible progress in their learning.
- Planning and assessment arrangements for the educational programme are rigorous.
- Inspirational delivery of the 'Every Child A Talker' programme by enthusiastic staff has ensured that children's communication skills are excellent. This provides children with every opportunity to take the next steps in their learning.
- The passionate and dedicated children centre manager is an exceptional role model for her staff. This leads to the excellent monitoring of the provision and professional development to drive astute and well-targeted plans for future improvements.
- Highly effective key person systems ensure all children are happy and settled in a welcoming environment. In particular, staff are exceptional at providing an inclusive environment and acknowledging the many home languages spoken in the community.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- The inspector observed staff interaction and children across the age range both inside and outdoors.
- A joint inspection was carried out with an early years professional.
- The inspector sampled a range of documents including learning diaries, self-evaluation form, policies and procedures.
- The inspector spoke with parents, children and staff.
- The inspector discussed and observed care practices.

### Inspector

Rachael Williams

## Full Report

### Information about the setting

The Children's Centre at Upper Horfield Primary School opened in 2008. It operates from a purpose-adapted wing of a large building, which also accommodates Upper Horfield Primary School and The Bristol Education Centre. All children have access to an enclosed outdoor play area. The centre is situated in a residential area with a significant number of new social housing complexes and serves the local community. Opening times are Monday to Friday from 8 am until 6 pm all year round, except for bank holidays and five training days for staff. The centre is registered on the Early Years Register and provides care for

children from two years until the end of the early years age range. Separate facilities within the centre are available to provide parent and family support. There are currently 66 children on roll. The centre is in receipt of funding for free early education for children aged two, three and four years. The centre supports a number of children who are learning English as an additional language and children with special educational needs and/or disabilities.

The Local Authority Children's Centre is led by the governors of the primary school; however, it has a separate advisory board. The centre manager has a National Professional Qualification in Integrated Centre Leadership. In addition, 13 members of staff are employed to work directly with the children. Of these, 12 have level 2 or above early years qualifications. This includes a qualified teacher and two staff with early years professional status.

### **What the setting needs to do to improve further**

#### **To further improve the quality of the early years provision the provider should:**

- build on the valuable contributions gained from parents of children's achievements from home.

### **Inspection judgements**

#### **How well the early years provision meets the needs of the range of children who attend**

The delivery of the Every Child A Talker (ECAT) programme by committed and skilful staff has improved children's communication skills monumentally. For example, children are actively involved in story making sessions. They competently illustrate the sequence of a familiar story successfully, predicting each stage. Staff are excellent at incorporating children's ideas to challenge their thinking further. For example, they involve all the children when a child suggests a different route because the tree branches could be dangerous and they may hurt themselves. Staff are highly skilled in using sign language, actions and repetitive language to support all children in their next steps in learning. In particular, this multi sensory approach has effectively supported boys to develop their mark making skills. Staff talk to children sensitively as they develop their communication skills. They listen to what the children have to say without openly correcting them. For example, as children successfully complete a computer programme, a child comments that he does not like coffee on his food. A member of staff responds to the child helping to reinforce correct vocabulary. She explains that she does not like coffee on her food either, but she does like gravy.

The children's centre and nursery are in the heart of a diverse community. There is exemplary support for children who are learning English as an additional language and for those with special educational needs. Inclusion is paramount and staff are highly skilled at ensuring all children make the best possible progress in relation to their starting points through highly effective planning and assessment arrangements. Children's home language is acknowledged consistently well through daily routines. For example, the 'hello song' helps children to identify their friends' names and staff sing this in children's home language. Displays encompass the many different cultures and traditions of the area and there is effective labelling of the environment in children's home language. Children thoroughly enjoy sharing each other's home backgrounds and staff are excellent at inviting parents in to support children's understanding. For example, following a visit from a parent to explore Diwali and to show the children how to wear the traditional dress, children thoroughly enjoy exploring a range of materials for themselves to create their individual designs.

Children are engaged in a rich and varied range of experiences across all areas of learning. Staff's interaction with the children is inspirational and enables children to be well motivated and actively engaged. Staff support and challenge children effectively as they explore an excellent range of safe equipment to acquire new skills to operate technology. Staff give children clear instructions on how to turn the compact disc player on. Children listen carefully and repeat the actions to select their favourite songs, repeating the movements until they are successful. Staff organise the environment exceptionally well varying resources so that children maintain their interest. For example, young children thoroughly enjoy exploring the water. Staff encourage them wholeheartedly, as children carefully line the ducks up along the side of the tray as they show control in their movements. Children select resources independently from a vast range and show curiosity as they explore how the water wheel works. There is excellent commentary from a member of staff to support the children to understand the process and to introduce mathematical language.

Staff use an effective cycle of comprehensive observation, planning and assessment arrangements. Planning shows staff's exceptional knowledge of how children learn, exhibited in clear learning objectives. Children's ideas and interests are consistently included. Staff complete comprehensive evaluations and observations of children's engagement in the activities. This ensures next steps in learning are accurately identified and successfully used to influence future planning. There is an accurate record of children's progress that includes some contributions on achievements from home from parents. The management team have identified this as an area to build on.

### **The contribution of the early years provision to the well-being of children**

Staff use every opportunity to encourage children to develop friendships, secure relationships and independence. For example, at a sociable snack time young children willingly help to prepare the satsumas, pineapple and banana for their friends. Children are able to make healthy choices selecting their favourites from the plate and placing it in

their bowls. Staff effectively reinforce children's choices and communication skills using a recognised sign language, Makaton. Children learn about the routines of the day exceptionally well. For example, younger children participate in a song that reminds them that their empty cup and bowl goes on the tray when they have finished.

There is a strong key person system and staff are highly effective in ensuring children are settled and confident. Parents value the support given by the key person. Home visits are used exceptionally well to ensure that staff have an excellent range of information regarding the child's placement to enable their individual needs to be met. Staff have carefully considered the movement between rooms and this is well thought out. There is a structured programme of visits with the key person and parents to enable children to be confident in their new room. Children are very secure in their relationships with their key person consequently they are happy and settled. Staff have excellent knowledge of children's interests and successfully implement this into everyday activities such as, supporting children to order on a Velcro board. There are excellent links with the school to ensure children and their families are comfortable in their move to school.

Children have many opportunities to be outside and active. This has been a key focus of the nursery and staff have made vast improvements to develop children's active learning such as, through den building and Forest School. The children thoroughly enjoy extending their story making activity as they play outside. They act out the story as a group and engage in chasing games using a broad range of movements to support their journey. Staff listen and respond to the children's ideas exceptionally well to challenge them further. Children thoroughly enjoy mixing paints with their hands and confidently identify the new colours they have made. They are curious to explore how the wet playground will affect their handprints. Staff are excellent at questioning the children and finding out their predictions.

Very good use is made of the local environment to extend children's experiences. For example, observing children's interests in the toy cars staff take children on a safety walk where they become aware of how to keep themselves safe and learn about road safety. The children use these ideas exceptionally well in their role play and build stories to re-enact journeys such as, stopping at the traffic lights or zebra crossing. Staff reinforce this very well by creating a 'safety walk' book with the children where they can share their experience. Children have every opportunity to learn about the comprehensive hygiene arrangements throughout the nursery. Staff position visual timetables and photographic reminders prominently to support children's developing understanding. The key person develops comprehensive individual care plans with parents and health professionals to support children's care needs successfully. Children enjoy healthy and nutritious meals that meet their special dietary requirements. Each child has an individual tablemat identifying any particular requirements such as, Halal meat.

Children's behaviour is exemplary. They learn expectations and routines through daily songs such as, to tidy away. Staff are calm and patient supporting children to understand the possible consequences of their actions. For example, staff are quick to identify actions that may cause harm and offer children clear explanations to support their understanding. When a young child throws a book, a member of staff promptly invites the child to join her for a story. The child looks through the pictures with the member of staff who models

appropriate handling of books exceptionally well to support the child's development. Children relish the responsibility to help staff such as, to put ride-on resources away after outdoor play. Children have an excellent sense of belonging. For example, they have photographs in individual key rings to hang up to show that they are present.

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

Children are cared for in an exceptionally safe and secure environment. Staff are vigilant and monitor the environment exceptionally well through effective and comprehensive assessment of potential risks to the children. Children become aware of their own safety through the effective use of signs around the nursery, such as to remind children to descend steps carefully in the outdoor area. The management team and staff have exceptional knowledge of the safeguarding and welfare requirements to ensure children's well-being. Partnership working with key agencies is exceptional and staff take prompt action to safeguard children. All staff have excellent knowledge of child protection issues and their responsibilities. Training is consistently updated. There are very robust arrangements in place to recruit suitable adults to work directly with the children and for them to gain suitable knowledge of policies and procedures during their induction period.

Staff provide parents with a wealth of useful information, which includes very well written policies and procedures that underpin the outstanding provision. Parents comment favourably on how the 'cleanliness and happy atmosphere' stands out for them. They welcome the regular feedback they receive and are extremely pleased with the care and education their children receive. Parents are actively involved in contributing to evaluation systems through their involvement in the advisory board and parents' forum. Staff have established exemplary partnership working at all levels to support all children and their families. Through effective assessment arrangements, staff identify any gaps in children's learning and development and take prompt action to work with other professionals to meet children's individual needs, such as engagement with speech and language therapists.

The relatively new children's centre manager is passionate and committed to improving the provision, such as developing the use of the sensory room and children's involvement in displays. She is an exceptional role model and is highly effective in motivating her well-qualified and experienced staff; for instance, to deliver the ECAT programme. Recent improvements have included the involvement of the community within the provision to positively support diversity, such as storytelling and cooking activities. The management team and staff have worked cohesively to develop a clear improvement plan, which identifies key areas for action, such as consistency in assessment arrangements. They use data effectively to improve outcomes for children, such as developing mathematics through effective resourcing and practice. The management team assess staff's training needs exceptionally well and effectively monitors training needs. Staff access relevant courses and in-house training to extend their professional development. There are regular supervisions and appraisals to consistently target improvement and share good practice. Strong links with the school support the management team to use data effectively to

identify areas in the educational programme for focused improvement. For example, through collaboration with the reception class teachers, staff use the previous Early Years Profile successfully to identify gaps, such as children's use of positional language and boys writing skills.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY364659
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	893210
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	42
<b>Number of children on roll</b>	66
<b>Name of provider</b>	The Governing Body of Upper Horfield Primary School
<b>Date of previous inspection</b>	06/05/2009
<b>Telephone number</b>	01179 031281

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years



Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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