

The Clifton Children's House

Ground Floor Flat, 6 Gordon Road, Clifton, BRISTOL, BS8 1AP

Inspection date

Previous inspection date

28/01/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	2
The contribution of the early years provision to the well-being of children	2
The effectiveness of the leadership and management of the early years provision	2

The quality and standards of the early years provision

This provision is good

- There is a strong focus on developing children's independence through child-initiated activities.
- The environment is orderly, calm and stimulating. There is a good range of high quality Montessori resources to promote children's learning and development.
- Staff interact skilfully with the children to engage and motivate them.
- Staff plan group activities well. In particular, staff encourage children to develop positive attitudes as they closely explore similarities and differences of a range of cultures.

It is not yet outstanding because

- The setting has recently opened under new ownership and moved premises and so the staff team have not had the opportunity to fully implement arrangements for self-evaluation. For example, to demonstrate the impact monitoring and appraisal systems have on children's outcomes.

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's interactions and children's play in the playrooms and outside.
- The inspector talked to staff, children and parents at convenient times.
- The inspector and the principal carried out a joint observation of a planned small group activity.
- The inspector examined documentation including a sample of children's learning diaries.
- The inspector gave feedback throughout the inspection with detailed feedback with the principal at the end of the inspection.

Inspector

Rachael Williams

Full Report

Information about the setting

The Clifton Children's House registered in 2012. It operates from a ground floor flat in Clifton, Bristol. Children have access to three playrooms and toilet facilities. There is an enclosed outdoor area on two levels. The setting is registered on the Early Years Register. The setting provides care for children aged two and a half to the end of the early years age range. Currently there are 54 children on roll. The setting receives funding for the

provision of free early education for children aged three and four years. The setting supports children who have special educational needs and/or disabilities and for those learning English as an additional language. The setting opens from 8.30am until 4pm Monday to Thursday and from 8.30am until 12:15pm on Friday, term time only. The owner/ principal is a Montessori trained teacher and has Master of Education degree and Early Years Professional Status. She is supported by two Montessori teachers, a qualified early years teacher and a musician.

What the setting needs to do to improve further

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

- continue to develop monitoring and appraisal systems as the setting becomes fully established under its new ownership.

Inspection judgements

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

Staff provide children with a well-equipped and stimulating environment which promotes their independent choices exceptionally well. Staff plan well thought out activities to enable children to make the best possible progress in their learning. Generally, children are engaged in a broad and balanced range of experiences individually and in small and large groups. The effective key person system successfully encourages parents to be involved in their children's learning and development.

Staff give children clear instructions and listen and respond to the children's ideas well. Children are actively involved as they make hummus. They use tools very carefully such as, tin openers, showing a good awareness of safety. Children make comments on what they notice. For example, while using the tin opener children comment 'It's squeaking. I hope there isn't a mouse in the tin?' Staff are good role models and use the recipe book to support children in finding out what ingredients are needed. There are good explanations from staff to support children in identifying similarities and differences of food eaten across the world.

Children make choices about their learning. For example, children enjoy the responsibility of bathing a doll. They show care and concern as they carefully use the sponge and soap to clean the doll and select a towel to dry him. Children show good understanding of bedtime routines and skilfully dress the doll ready for bedtime before feeding and reading him a story. The key person system is effective in helping children to develop positive

relationships so that children feel confident to seek the support of adults. Staff interact well with the children, such as encouraging them to solve problems when a doll's clothes do not fit through effective questioning. Children are inquisitive learners and thoroughly enjoy the opportunity to select activities that interest them. For example, they demonstrate very good fine muscle skills as they competently use tweezers to transfer frogs to a different container and to pour cups of tea without spilling the liquid.

Children are very confident in their speech and enjoy sharing their experiences. For example, children confidently refer to significant numbers in their play such as, when children explain that they are three and show three fingers to represent the count and go on to explain that their birthday is in July and then they will be four. Children show developing writing skills as they make marks competently such as, when labelling their creations with some recognisable letters. Staff give children individual attention to further challenge their development. For example, they support children to trace the letters in their names using their dominant hand and clearly identify certain letters. Staff use the 'letters and sounds' practice guidance to support children well to observe rhyming words. Children participate well and staff praise them for their contributions such as, rhyming chicken pox with fox. Children listen carefully to instructions and move in a variety of ways such as, balancing on the line, stretching tall and stepping sideways.

Staff use observation and assessment processes well to plan for children's learning through effectively identifying learning priorities. Parents comment favourably on the opportunities to share children's learning journals describing them as 'fabulous'. Parents are fully involved in providing the key person with information on children's starting points and with the two-year-old progress check. Parents thank staff for the 'comprehensive report' they receive each term. Staff offer children and parents the opportunity to take the star bag or William bear home with them to promote further parents involvement. In addition, staff provide evenings to share activities that can be done at home.

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

Staff provide children with an orderly and well-organised learning environment. Parents value the 'calming atmosphere'. There is a good range of high-quality toys and resources to support the Montessori principles, which are easily accessible to the children in low-level storage units. Children are very proud of their surroundings and consistently put activities away and roll up their mats when they have finished with apparatus. Children show good awareness of safety as they clear small chairs and tables to the side of the room in readiness for group time.

Children are very aware of hygiene procedures and staff are good role models. Children wash their hands before preparing the snack for their friends. The food activity involves children mixing cream cheese and honey to place in dates or apricots. Children listen well and follow simple instructions easily. Staff give children every opportunity to learn about different cultures and provide clear explanations so that they understand that this is a snack that would be eaten in the Middle East. Therefore, children learn about the similarities and differences between cultures. Children are aware of their own needs. For

example, they help themselves to a snack when they are hungry and pour their own drinks when thirsty. Children use knives safely as they spread the butter and jam on their bread at snack-time, while talking companionably with their friends. Staff offer parents advice on portion sizes and healthy food to provide in children's lunchboxes.

Children become aware of expectations and boundaries. Generally, children's behaviour is good and very well-managed by staff. For example, when children become distracted after waiting patiently for their turn with the food processor staff quickly intervene and redirect the children's thinking by offering them hummus to sample and to get their opinions. Children are very confident to ask for support and communicate their wishes well in readiness for their future learning. For example, staff are seen as partners in learning as a child asks, 'excuse me can you show me how to do this?' when they want help to open the treasure chest.

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

Staff have a secure knowledge of the safeguarding and welfare requirements and the learning and development requirements and competently implement relevant policies and procedures. Staff have good understanding of safeguarding issues. They are secure in their knowledge of procedures to follow if they have any concerns regarding the welfare of children in their care, and regularly attend training to refresh this knowledge. The environment is safe and secure as staff are vigilant and complete regular assessments of potential risks to enable children to move freely and independently throughout the setting. Staff keep exits locked and monitor parents as they arrive and depart, and systems are in place to protect children from others who may visit the setting. There are effective systems in place to enable qualified, experienced and suitable adults to work directly with the children.

There are good systems in place to monitor staff's engagement with children. The principal regularly completes observations of planned activities to encourage good practice and to identify any training or coaching needs. Staff are supported well through regular staff meetings to enable continuity in teaching and learning strategies. Consequently, planning and assessment arrangements are generally well monitored. Self-evaluation has been initiated, although some systems have yet to be implemented such as tracking observations to ensure children's progress is across all areas of learning, and annual appraisal, which will commence later in the year to reflect on practice.

There are good partnership arrangements at all levels. For example, there is good liaison with speech and language therapists and the local deaf school to provide continuity in children's care, learning and development. Parents receive a wealth of information regarding the setting and their children's achievements for instance, through weekly newsletters, parent evenings and consultations.

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

Unique reference number	EY448866
Local authority	Bristol City
Inspection number	821952
Type of provision	Full-time provision

Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	24
Number of children on roll	54
Name of provider	Clifton Children's House Ltd
Date of previous inspection	Not applicable
Telephone number	0117 3293575

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

