

Filton Avenue Nursery School

Blakeney Road, Bristol, Avon, BS7 0DL

Inspection date

22/04/2013

Previous inspection date

31/03/2009

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

1

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

- Children are happy and confident at the nursery as their key person develops positive and caring relationships from their initial home visit.
- Staff support children with special educational needs and/or disabilities extremely well.
- The detailed planning and assessment arrangements enable children to make good progress in their learning and development.
- There are strong partnerships with key agencies to enable effective support to safeguard children.

It is not yet outstanding because

- Not all parents share their children's learning from home and not all records are shared with parents.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- Two inspectors visited the nursery and made observations of children's play and staff's interaction with the children.
- An inspector carried out a joint observation with a teacher.
- The inspectors sampled a range of documentation including self-evaluation forms, learning journeys, policies and procedures.
- The inspectors had discussions with parents, children and staff at convenient times.
- The inspectors discussed findings during the inspection and gave formal feedback to the senior management team at the end of the inspection.

Inspector

Rachael Williams

Full Report

Information about the setting

Filton Avenue Nursery School and Children's Centre is operated by the local authority and was registered in 2006. The Acorns room provides care for children aged two years old alongside the nursery class. It is situated in north Bristol in purpose-built premises. In addition to a large play room children also have a separate sleep room. There is an enclosed area for outdoor play. It opens from 7.45 am until 5.45 pm all year round and provides wrap around care for children attending the nursery class and the Acorns room.

The Acorns room is registered on the Early Years Register. It is in receipt of funding for free early education for two-year-old children. There are currently 37 children on roll. The nursery supports children with special educational needs and/or disabilities, and children who are learning English as an additional language.

The head teacher and governors employ twelve staff to work directly with the children, including a qualified teacher. Most staff have an early years qualification at level 3 or above. The staff are supported by three administrative workers.

What the setting needs to do to improve further

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

- develop further partnership working with all parents, to engage them in sharing their children's learning from home and for staff to share all records to influence future planning.

Inspection judgements

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

Children make good progress in their learning. Staff plan a broad and balanced range of experiences, which support children's current interests. There are clear learning objectives, such as improving children's social skills in taking turns and sharing resources. Children develop their physical skills as they roll the ball to each other through the paint. Staff identify each child so that children can learn each other's names as they roll the ball to them. Some children decide to use paintbrushes to paint the balls while others use their hands to explore the texture of the paint and mix different colours together. After staff have modelled the activity, children are able to explore independently and staff interact well with them to provide them with new words to describe what they feel.

There are good opportunities for children to play together at group times. For example,

children thoroughly enjoy playing with the parachute in a focused activity, which considers the needs of all children. Children listen carefully to instructions, lifting the parachute 'up' and 'down' when asked. Staff aid children's communication skills well by using sign language to support children's understanding of instructions. Children excitedly join in with familiar songs, following the actions well. They move in a variety of ways, such as crawling under the parachute and hopping like bunnies, and show awareness of the children around them to avoid accidents,. Children squeal in delight as they jump up and down to keep the ball on top of the parachute. Staff are very good at commentating on what is happening so that children can repeat new vocabulary.

Staff use an 'artist in residence' productively to follow children's interests, such as using a light box to investigate shadows. This has encouraged children to explore imaginatively and to be creative. There are many opportunities for children to use their hands and tools to make marks and therefore develop good early writing skills. For example, children use their fingers to make lines in the paint, then use a sponge to make them disappear and exclaim 'gone' before repeating the activity. Children are able to use their senses to investigate themed boxes, which supports them to play and explore confidently. Children select favourite fabrics, stating 'I like this bumpy one; it feels different'. Children investigate further by placing other fabrics over the top to make different colours.

Staff support children's interests well to promote their understanding of safety. For example, when children select a favourite story about fire-fighters, staff fetch photographs of children making fires in the fire pit in the garden so that they can link experiences. Children recall what they were doing, such as 'put wood in and fire goes up'. They recognise that the fire coming out is 'very hot'. Staff question children well and listen to their responses as they think about what could be used to put the fire out. These activities support children well to develop the skills needed for their future learning.

Staff assess children's progress successfully. Learning journeys include detailed observations, children's creations and photographs to identify clearly their next steps in learning and influence future planning. There are good systems developing to support the completion of the progress check for two-year-olds. The key person has good understanding of children's strengths and broad areas for improvement to share with parents. Parents are beginning to be involved in their children's learning through interactive displays, to help plan supportive activities and develop firmer relationships. Some parents provide photographs of children's learning at home and contribute to children's learning journeys although this is not consistent.

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

Staff work closely and supportively with children and their families, offering flexibility in care to meet individual needs. The key person system works well and staff develop positive and caring relationships with the children and their families from the initial home visit. Consequently, children are happy and confident to explore a well-organised environment. There is a good range of high quality toys and resources for children to

reach independently so that they can make choices about their learning. Staff have carefully planned the layout of the environment to encourage children to gain skills for future learning. For example, children are able to reach their coats from their own labelled peg. They listen well to instructions and staff encourage them to put their coats on independently.

Staff consider children's health and hygiene well. Nappies are changed routinely and staff ensure a safe and hygienic environment is available and well monitored to safeguard children. Staff provide appropriate equipment to support children's development as they progress to using the toilet. Children enjoy healthy and nutritious snacks provided by the nursery. For example, children choose their favourites from a selection of fruit as they pass the plate around the table. Children learn about healthy eating, such as following instructions to make fruit smoothies. Staff capture children's ideas well on a display so that parents can be involved in children's learning and are provided with ideas to experiment with at home. Children become aware of their own needs as they are able to collect their own drink, which is labelled with their photograph when they are thirsty. Staff follow robust systems to enable medication to be accurately administered to children with parents' permission. They develop effective health plans alongside health professionals, to ensure relevant training to administer specific medication is accessed by the key person. Children have many opportunities to be outside and actively make decisions about whether they want to play outside. They enjoy using blocks and planks to create courses and show good balancing skills as they make their way across unaided.

Staff have good understanding of the emergency evacuation procedure. Children become aware of their own safety, as they are involved in regular fire drills to support them to leave the premises quickly in an emergency. There are rigorous systems in place to ensure that staff record accidents routinely and inform parents. Staff are vigilant and minimise risk within the nursery effectively.

The key person system works well. In particular, staff support children with special educational needs well by accessing specialist training, such as portage. They make relevant observations of children's progress. These influence individual educational plans, which are shared with parents, and help to build strong relationships with the family to overcome cultural differences. Staff make accurate referrals to relevant professionals to provide continuity in children's care, learning and development. They support children learning English as an additional language appropriately. Staff take time to get to know the child and the festivals they celebrate, incorporating them into their activities, for example celebrating Eid with a party.

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

All staff are well-trained in child protection procedures and have very good knowledge of how to safeguard children including how to monitor and record any concerns they have about a child. Therefore, senior staff can respond promptly. There are strong links with key agencies to safeguard children's well-being. There is a suitable safeguarding policy,

which details procedures, such as clear collection arrangements enable staff to release children to authorised adults as identified by the parents. Parents record any changes to collection and staff use a password system to protect children further. There are effective recruitment and induction arrangements to enable the leadership team to appoint suitable staff to work directly with the children. Children are cared for in a safe and secure environment. Staff complete comprehensive risk assessments for all areas used by the children. They check the play space and outdoor areas used by the children daily to monitor any possible risk and to take appropriate steps to reduce hazards. Staff regularly review the accident record to monitor children's safety. Key staff have given careful consideration to the security of the premises. Staff supervise children at all times and high ratios are maintained. Children are unable to leave the nursery unattended. For example, the main door to the playroom has a high handle, which children cannot reach. There is keypad security throughout the premises and only staff are aware of the code. Staff greet visitors, parents and children on entry to the nursery and there is an appropriate system to record their attendance.

There is a good multi-agency approach to children's care, learning and development. Therefore, staff have developed strong links with key agencies to enable appropriate support to be obtained. In particular, staff support children with special educational needs and/or disabilities well. Parents receive generally good information about the nursery and their children's achievements. For example, the key person invites them into the nursery for a consultation each term to share children's progress formally. However, they do not always share recorded information with parents. Parents find the nursery 'very welcoming' and staff 'warm and friendly'. In particular, parents comment favourably about the relationships that staff develop from the first home visit and how the key persons are 'very helpful and friendly' and 'incorporate home traditions into planning'.

Professional development is of a high priority and is monitored successfully through the use of supervision and annual appraisals. The senior management team uses staff meetings and inset days productively to enhance practice and knowledge of roles and responsibilities. All staff consistently monitor the educational programme, planning and assessment arrangements to improve children's care, learning and development. The senior management team uses local authority data well to enable staff to access specific training and coaching to improve outcomes for children. For example, healthy eating is a priority as obesity rates are high in the area. Self-evaluation and quality improvement arrangements, which include the views of parents and children, accurately identify priorities for the nursery. Currently, staff are assessing the learning environment to complete an audit of mathematical resources as this has been identified as an area for improvement. They plan to use this knowledge to provide parents with useful information on how to improve children's mathematical development through play activities.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

Met

The requirements for the voluntary part of the Childcare Register are

Met

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 action. 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	EY344838
Local authority	Bristol City
Inspection number	902287
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	20
Number of children on roll	39
Name of provider	Filton Avenue Nursery School Governing Body
Date of previous inspection	31/03/2009
Telephone number	01173 772 680

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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, which are usually the childminder's 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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