

Four Villages Specialist Children's Centre Long Cross

Long Cross Centre, Lawrence Weston, Bristol, BS11 0RX

Inspection date	15/05/2013
Previous inspection date	19/04/2012

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Staff support children's independence skills well.
- Planning and assessment arrangements are good, in particular to support children with special educational needs and/or disabilities through effective partnership working.
- Staff support children well to become familiar with routines in readiness for their future learning.

It is not yet good because

- Ofsted have not been informed of changes to the person managing the early years provision or to the nominated individual, which is a legal requirement.
- A daily record of the hours children attend is not consistently completed.
- Procedures for identifying visitors are not sufficiently robust.
- Opportunities to use props to support children's learning are occasionally missed.

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

- The inspector observed activities in the three playrooms and the outside learning environments.
- The inspector had discussions with parents, children and staff.
- The inspector undertook a joint observation with the childcare manager.
- The inspector sampled a range of documentation including the self-evaluation form and improvement plan, children's records, policies and procedures.

Inspector

Rachael Williams

Full Report

Information about the setting

Four Villages Specialist Children's Centre Long Cross was registered in 2011 and operates from purpose built rooms within the Long Cross Centre, Lawrence Weston, Bristol. The children's centre is managed by Bristol City Council and has a voluntary advisory board. The centre includes a day nursery for two and three-year-olds, which is open each weekday for 52 weeks of the year, from 9.15 am to 3.30 pm. An occasional crche supports parents and carers attending a variety of courses. There are drop-in support groups for parents, carers and their families. All services operate from the purpose-built building with outdoor play areas for the children.

The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 32 children on roll in the early years age range. The children's centre offers enhanced provision and is funded to provide free early education to children aged two and three years. The children's centre supports children with special educational needs and/or disabilities.

A team of nine staff supports the childcare manager, who is responsible for the daily running of the provision. Of these, seven have level 3 early years qualifications, which includes a qualified teacher and an Early Years Professional. The staff are supported by a kitchen support and administrator.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- complete a daily record of the hours of children's attendance, including those children who are visiting the setting and have a procedure for checking the identity of visitors

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

- improve systems to record visitors at the setting to include parents who are visiting the setting with their child
- support children's communication and language skills further by using props in storytelling activities.

Inspection judgements

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

Children enjoy a broad and balanced range of experiences which includes those they choose for themselves and those planned by the key person. Good consideration is given to children's interests and learning priorities when planning activities. In particular, there is a key focus on promoting children's communication skills through small and large group activities. For example, children enjoy sharing a familiar story in a small group and enthusiastically state - 'we're having a story'. However, staff do not always use props to enhance children's understanding of the story. Parents comment favourably stating that the support given by staff in these intense group times has helped her child make great improvements in her speech. Parents are offered further guidance at groups, such as Talking Tips.

Children have numerous opportunities to play outside and develop good physical skills, such as balancing and jumping off the wooden stepping-stones, as a result. Staff interact with the children well, such as engaging them in chasing games on the ride on toys, which are suitable for their age and stage of development. Children are very imaginative and create their own games. For example, children enjoy pedalling up a gentle slope to descend backwards at greater speed. They understand the dangers and think about how they can stop themselves quickly, such as bumping into the large tyres. Younger children enjoy watching this activity, which they repeat several times giggling at each attempt. Staff gently reassure the children and eventually they feel confident to have a go for themselves and are very happy with their achievements.

Children thoroughly enjoy sensory experiences, such as exploring the shaving foam. They make tracks in the foam with the animals and follow instructions well. For example, staff ask 'what happens when you clap your hands?' Children clap their hands and are amused at the effect it has on themselves and their friends. Children are very kind to each other collecting paper towels to help clean their friends. Staff support the activity well teaching new words that the children repeat and offering them a mirror so they can see and describe their reflection.

Assessment arrangements are rigorous. Staff make accurate observations of children's engagement in activities. They use this information productively to track children's progress and effectively identify children's next steps in learning to influence future planning. Staff encourage parents to become involved in their children's learning, by contributing to the 'all about me' form when their child starts at the nursery. This information, along with photographs that some parents contribute of the activities their children enjoy at home help staff plan appropriate activities to meet children's individual needs.

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

Children move freely and independently throughout the well-organised nursery and outdoor environment. They are aware of expectations and boundaries. For example, they know they need to wait for a member of staff to go into the corridor to get their coats if they wish to play outside. There are effective systems in place to help children learn about routines in readiness for their next stage in learning. Staff give children a five-minute warning so that they know they need to finish the activity they are doing and all children show the stop sign at the end of the activity. Visual reminders are used well to help children to see and understand the routine of the session.

Children are happy and settled at the nursery. Through home visits and pre-day care groups the key person develops positive and caring relationships with the children and their families. Parents value the strong bonds that they create and the individual attention that children are given. Children confidently select toys that interest them from the abundant range of high-quality toys and resources. Staff display these in low-level storage units so that children can make decisions for themselves. Staff celebrate children's achievements well by displaying their creations and photographs prominently. This builds children's positive self-esteem as they take pride in their work.

Children begin to learn basic hygienic practices, such as washing their hands before they eat their lunch or visit the cafe bar. Children become more independent as they use knives safely to prepare their own fruit for snack. Generally, staff maintain good hygiene arrangements when they change children's nappies. They gently persuade children to participate in the routine and distract their attention by encouraging them to sing favourite songs. Staff encourage children to be involved in their own self-care, such as by putting their own clothes back on without support.

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

Overall, the manager and her staff have sound understanding of their responsibility to implement the safeguarding and welfare requirements of the Early Years Foundation Stage. However, staff do not routinely keep an accurate record of the hours children attend, nor do they have a procedure for recording details of visitors, which compromises children's well-being. When parents accompany their children on settling in visits staff do not record their attendance at the nursery to protect children further. Staff routinely record any accidents occurring on the premises and share these with parents. The senior management team complete risk assessments of all areas used by the children, including a suitably organised and safe outdoor area. They routinely monitor the accident record to take appropriate action to improve the environment. For example, following an accident in the playground staff have reviewed the risk assessments and have made improvements. They have implemented use of an outings bag to accompany them when they visit the playground so that a first aid box, mobile phone and register are readily available. Staff supervise children adequately and they organise themselves appropriately to meet the needs of the children. Staff have satisfactory knowledge of safeguarding issues consequently, appropriate action is taken when there is a concern about a child. There are strong partnerships with key agencies to enable staff to access support promptly.

The children's centre and nursery are currently going through a period of change. However, the provider failed to notify Ofsted of changes to the nominated individual and to the person managing the early years provision, which is a legal requirement and failure to meet this requirement is an offence, however no formal action with regards to this one occurrence is being taken. Staff are experienced and hold a range of relevant qualifications, including paediatric first aid. They have not informed Ofsted of changes to the nominated individual or to the person managing the early years provision, which is a legal requirement although these persons have undergone suitability checks. Qualified and experienced staff care for the children. There are effective recruitment and induction procedures to enable suitable staff to work directly with the children. Good use is made of regular supervisions, observations, annual appraisals and staff meetings to enable a well-targeted programme of professional development.

Staff develop positive relationships with parents and keep a record of all communication with them to enable appropriate support and guidance to be maintained. Parents are particularly complimentary of the 'emotional support' they receive. Staff provide parents with a wealth of information, such as guidance on bedtime routines and behaviour management strategies. Strong partnerships between the nursery, key agencies, health professionals and other early years providers enable staff to identify and meet children's needs appropriately, especially those children with special educational needs and/or disabilities.

There are good systems in place to monitor planning and assessment arrangements, such as using an early intervention tool, AcE, that supports children to learn life long skills. Consequently, staff obtain timely support for all children. Staff have carefully considered the environment they provide and have extended the activities they provide following the evaluation of their provision. For example, they have initiated further outdoor skills, incorporating ideas from Forest School, to support boys' learning and to provide outdoor experiences for those children who live in flats. Generally, staff use self-evaluation productively to improve outcomes for children. For example, a key focus identified in the improvement plan is improving the advice and guidance given to parents to support learning at home, such as providing a book lending library.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met
(with
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met
(with
actions)**

To meet the requirements of the Childcare Register the provider must:

- keep a daily record of the names of the children looked after on the premises and

their hours of attendance (compulsory part of the Childcare Register)

- keep a daily record of the names of the children looked after on the premises and their hours of attendance (voluntary part of the Childcare Register)

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	EY437062
Local authority	Bristol City
Inspection number	918617
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	32
Number of children on roll	32
Name of provider	Bristol City Council
Date of previous inspection	19/04/2012
Telephone number	0

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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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