

# Badocks Wood Children's Centre Childcare Provision

Doncaster Road, BRISTOL, BS10 5PW

|                          |                |
|--------------------------|----------------|
| <b>Inspection date</b>   | 31/07/2013     |
| Previous inspection date | Not Applicable |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | Previous inspection:    |   |
| How well the early years provision meets the needs of the range of children who attend |                         | 3 |
| 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 know the basic needs of the children in their care which helps to build secure relationships between staff and children.
- Children access a range of activities that enable them to make suitable progress in their learning and development.
- Children learn about aspects of their own safety and the benefits of eating a healthy diet.

### It is not yet good because

- Staff do not plan challenging activities for children as they are not fully aware of children's individual learning needs, particularly their physical development.
- Staff do not receive regular opportunities to discuss and reflect on their own learning.
- The systems to enable reflection on the practice of the nursery are not fully embedded and do not pick up issues such as the uninviting book area.

## 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.

## Inspection activities

- The inspector held a meeting with the management, and held discussions with staff working alongside children.
- The inspector observed children's activities both indoors and in the outdoor play areas.
- The inspector took account of the views of parents/carers spoken to on the day of inspection.
- The inspector looked at a selection of policies and statements, including safeguarding.

## Inspector

Jan Healy

## Full Report

### Information about the setting

Badocks Wood Children's Centre Childcare Provision registered in 20013 and is run by a governing body. It is situated in the Southmead area, Bristol. The provision is open all year from 8.30am to 5.30pm Monday to Friday. The accommodation comprises of five playrooms, therapy room, sensory room, parents room, community room and family learning room, as well as kitchen and toilet facilities. Children have use of a garden which is divided into areas according to age. The provision is registered on the Early Years Register. The provision receives free early education for children aged two, three and four years. There are currently 132 children on roll in the early years age group. The provision supports children with special educational needs and/or disabilities. The provision also supports children who speak English as an additional language. The provision employs 28 members of staff, of whom 23 hold a relevant qualification to level 6.

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

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

- ensure the planning of activities offers a suitable range of interesting and challenging activities that take into account children's individual needs, particularly for children's physical development outdoors
- develop effective supervision for staff which provides coaching and training to help all staff promote the interests of children.

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

- strengthen the systems for self-evaluation to ensure the views of staff and parents help shape the practice within the nursery
- enhance the book areas, making them cosy and enticing for children's further development with regard to literacy.

## Inspection judgements

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

Children arrive joyfully and greet their friends and staff happily. They swiftly engage in an activity set up by the staff, such as manipulating play dough into various shapes. The tranquil atmosphere enables children to feel safe and secure. A satisfactory partnership with parents enables staff to ascertain children's individual needs, such as what they like to do as well as their fears. However, staff do not consistently work with parents to identify children's starting points. Staff are also unsure of the developmental stage children have reached. This then leads to planned activities lacking interest and challenge. Staff also fail to take into account individual learning styles. Informal chats take place between staff and parents about children's progress, as well as any concerns noted. However parents do not regularly have the opportunity to be involved in their children's learning.

Staff promote children's personal, social and emotional development, as they encourage children to play imaginatively individually and with groups of children. Babies are well cared for. Baby room staff are very aware of the importance of attachment and are sensitive to babies' needs. Staff provide warm and consistent care and engage in playful interactions. Staff stimulate babies' communication and language, as they share stories, songs and rhymes and encourage them to join in. Staff extend older children's vocabulary, for example, when making passports and when creating an arrival and departure board, when pretending to be going on holiday. Staff support some aspects of children's physical development reasonably well, as they have the advantage of accessing the outdoor play areas at various times throughout the day. However, the staff do not plan specific outdoor activities, to ensure all children have the best opportunities to develop their physical skills appropriate to their stage of development. Staff aid children's literacy development by encouraging children's interest in stories as they read aloud to them using story sacks to stimulate their curiosity. However the book areas contain books that are torn and tatty, which do not encourage children's interest in developing a love of books. Staff encourage children's mathematical development, as they teach them counting songs and rhymes. Children learn about the importance of weighing and measuring during baking activities. Staff introduce children to a range of music and provide opportunities for children to mix two colours of paints to make a third. Older children take part in imaginative play, pretending to be characters of their choice. Children learn about some of the festivals of other cultures such as Ramadam, Easter and Chinese New Year.

Staff spend the majority of their time playing with the children. Staff listen carefully to what children say and provide age appropriate explanations when they ask questions. Staff sufficiently aid children for their readiness for school.

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

Each child has a nominated key person who knows their individual care needs well. They work closely with the children in their care. Babies in particular are very well cared for. Staff sing to them during nappy changing activities and share an affectionate relationship with them. They are fully aware and are able to discuss in depth, the necessity for attachment and confidently spoke about how they get to know their key children. This enables children to form secure attachments and have their individual needs met

appropriately. Home visits help to build relationships and to assist in the negotiable settling in period. Children who have a special educational need and/or disability are progressing reasonably well. This is because staff work in partnership with outside agencies, seeking further help and support when necessary. Children behave well, as they are happy and content to be in the care of the staff.

Children learn how to keep themselves safe, for example learning about the importance of road safety. They are learning to keep themselves safe during activities, such as when chopping onions and tomatoes with a knife, when helping to prepare snack. Children are developing an awareness of their own needs, as staff teach them about the importance of self-care. For instance, children serve their own food at lunch time and pour their own drinks, so they learn about helping themselves as they become ever more independent. Children are able to access the bathroom independently and respond to their own needs. Children are learning about the importance of leading a healthy lifestyle. They are taught about the benefits of eating fresh fruit and vegetables, and grow their own peas and spinach. They go on trips to the beach, where they run in the open space and splash in the sea.

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

Staff work well as a team. Therefore, children feel secure and make sound progress in their learning and development. However, management do not fulfil all of their responsibilities in meeting the learning and development requirements of the Early Years Foundation Stage. For example, the planning and implementation of activities lack interest and challenge to help children make the best possible progress. Planning and assessment lack monitoring, leading to a lack of focus with regard to some areas of learning, such as physical play outdoors.

Staff have good understanding about the procedure to follow should they have a safeguarding concern. A written policy that contains all necessary details is shared with parents so they fully understand staff's commitment to children's well-being

The systems for self-evaluation do not have enough impact to tackle areas of weakness. The views of staff and parents are not known and therefore there is a lack of awareness of some issues affecting staff. This is also seen in the ineffective systems for performance management. The lack of supervision and appraisals means staff are not able to highlight any needs for training or further coaching. This leads to staff sometimes struggling in their understanding of the educational programme in place.

Partnership with parents is sound. Parents report that they are able to 'ask for any help'. They appreciate the 'wow' tree, which helps to celebrate children's achievements.

## 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

|                                    |   |
|------------------------------------|---|
| <b>Unique reference number</b>     | EY453666  |
| <b>Local authority</b>             | Bristol City  |
| <b>Inspection number</b>           | 903839  |
| <b>Type of provision</b>           | Full-time provision                                     |
| <b>Registration category</b>       | Childcare - Non-Domestic                                |
| <b>Age range of children</b>       | 0 - 8   |
| <b>Total number of places</b>      | 91  |
| <b>Number of children on roll</b>  | 132   |
| <b>Name of provider</b>            | Badocks Wood Community Primary School<br>Governing Body |
| <b>Date of previous inspection</b> | not applicable  |
| <b>Telephone number</b>            | 0117 377 2343   |

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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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