

Upper Horfield Children's Centre

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

Inspection date

07/08/2013

Previous inspection date

22/11/2012

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

1

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

- Children's communication skills are excellent as enthusiastic staff are inspirational at delivering the Every Child a Talker programme consistently and effectively.
- Children thrive as staff interact effectively to challenge children's development, support their understanding of routines and to encourage social skills in readiness for their next stages in learning effectively.
- There are excellent opportunities to celebrate the diversity of the different families that attend the setting.
- The children centre manager is passionate and enthusiastic. She has high expectations of all her staff and monitors their performance and suitability extremely well to drive improvement.
- There are rigorous systems in place to monitor the provision through effective self-evaluation. This has led to astute and well-targeted plans for future improvements.
- Staff have carefully considered the learning environments. Consequently, children are safe, well supported and stimulated to learn.

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 made observations of children's play and staff interactions across all age groups, in all rooms and in the outdoor environment.
- The inspector and manager/early years professional conducted two joint observations.
- The inspector spoke to children, parents, staff and local authority representative during the inspection at convenient times.
- The inspector sampled a range of documentation including children's assessment records and safeguarding policies and procedures.

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 90 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, 16 members of staff are employed to work directly with the children. Of these, 15 have early years qualifications at level 2 or above. This includes a qualified teacher and three 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:

- continue to support new staff to gain confidence to shorten group activities according to children's capabilities.

Inspection judgements

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

The nursery is exceptional at consistently achieving very high standards across every aspect of its work through providing highly effective educational programmes for all children. Children make excellent progress from their starting points in all areas of their learning. Parents are routinely involved from the onset and staff form strong relationships with them through the key person role. Staff are excellent at using their knowledge of the children to secure timely interventions and support, based on comprehensive knowledge

of the child and their backgrounds. Photograph boards ensure that all staff working in the rooms are aware of children's next steps, which enables staff to challenge children at all times.

Babies thoroughly enjoy exploring a rich and well-equipped environment, which stimulates their learning. Children confidently choose resources that interest them and thrive in the individual attention they receive from knowledgeable staff. Staff respond very well to the babies as they explore sound banging the drum. Staff copy babies' movements and introduce familiar songs to accompany the sounds they make. Staff extend activities exceptionally well, such as introducing new objects so that children can hear the difference sounds plastic and wood make and by introducing descriptive vocabulary. Staff support children very well as they learn to take turns praising their cooperation.

Staff focus sharply on helping children to acquire communication and language skills through the 'Every Child a Talker' programme, which is delivered exceptionally well to enthusiastic children. Toddlers keenly sit for a short group time to share a story. They are actively involved as staff provide props to focus children's attention. Children join in the count as staff point to the fish in turn. Children happily participate in a familiar rhyme, which staff use to support children's growing understanding of number. As staff introduce the book to the children they encourage them to look at the front cover and to predict what the story is about. Children observe different types of fish, learning about similarities and differences as they compare the designs on their clothing to those of the fish, such as stripes. When observing a spotty fish a child declares 'that's a circle', using mathematical language appropriately. Children learn about rhythm as they tap out the 'splosh splash splish' rhyme competently. Staff are excellent at questioning the children, such as asking them what they enjoyed about the story and use this information very well to evaluate the activity to make improvements in future activities. Children return to the story bag to explore it for themselves showing high levels of fascination in new activities. Children place all the fish in a line and count independently pointing to each one in turn. They smile happily at their achievements as they 'catch' the fish in the net. Children carefully turn the pages of the book retelling the story in their own words. Children are confident to ask for support stating 'read on carpet please'. Some small group times are too long for younger children and do not consider fully children's capabilities.

Children have excellent opportunities to re-tell traditional and well-known stories through story mapping. This has particularly supported boys in their early writing skills. Staff listen to children's views and are proactive in developing their ideas. For example, following the story of 'Jack and the Beanstalk', children wanted to grow their own vegetables. Staff supported children to develop an area outside with raised beds and, consequently, children have looked after plants exceptionally well and learned about healthy eating. Children develop very good physical skills, such as manipulating the play dough with their hands and with tools, which they use safely and purposefully. Children solve problems well. For example, when the play dough becomes sticky children suggest adding more flour. Staff interact exceptionally well with the children to progress their language, such as asking questions about what they are making and comparing them to home experiences. Staff respect children's ideas and ask if they can write down what they have said so that they can include them on the planning board.

The nursery celebrates diversity exceptionally well. Staff are highly skilled at ensuring all children make the best possible progress. The environment is rich in print and celebrates the numerous languages spoken at the nursery. Displays, photographs and activities encompass the many different cultures and traditions of the area. In particular, 'Country of the Quarter' embeds the importance of valuing and respecting each child. Parents are actively involved providing resources and their time to promote their traditions, such as through dance, stories, songs and food. Parents comment favourably, such as 'it is a very big honour to see information about our country' and 'this is a great opportunity to share with everybody of what we are proud of'.

Staff use an effective cycle of detailed observation, planning and assessment arrangements across all age groups to enable all children to make outstanding progress. Staff plan well thought out activities that carefully consider the interests of children and how they learn. Staff complete comprehensive evaluations and observations of children's engagement in activities to share with parents. As a result, staff accurately identify children's next steps in learning and successfully use these to influence future key group planning to challenge children's learning and development effectively.

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

Staff place high importance on their role as key person to support children and their families. Home visits and settling in procedures help to develop positive and caring relationships so that children are happy and settled in a secure and supportive environment. Staff ensure that all children are included. For example, staff introduce a new child attending as part of their settling in visit to the children. For this session children have one-to-one support so that their confidence grows as they become familiar with the environment and the routines. There are exceptional arrangements to enable children to feel secure as they move between rooms and on to school. There is a structured programme of visits with the key person and parents; parents value this support. Children's behaviour is exemplary. They are actively involved in a broad range of stimulating activities, therefore there is little time to be bored or disinterested. Staff encourage children to resolve conflicts for themselves, for example using a sand timer when the need arises to take turns. Children work collaboratively on joint projects, such as successfully building a robot using a range of modelling materials. These skills support children exceptionally well in their future learning.

All children learn about routines as staff provide consistent reminders verbally, using sign language and through visual timetables. This ensures that all children are included. Staff carefully consider the learning environment and, through the exceptional knowledge of individual children's interests, provide stimulating and exceptionally well-organised play spaces. Children make choices about their learning as they enthusiastically select activities for themselves from an abundant range of easily accessible, high quality toys and resources. Staff routinely celebrate children's achievements displaying their work prominently and developing books to share with parents.

All mealtimes are a social occasion where children and staff sit together. All children are

encouraged to make healthy choices and this is supported exceptionally well through sign language. Even the youngest children in the nursery are encouraged to pour their drinks independently therefore, gaining skills for their future learning. Staff have good awareness of children's special dietary needs and routinely check the dietary board at lunchtime. In addition, children have individual placemats, with photographs, so that new and agency staff can identify dietary needs immediately. Children benefit greatly from healthy and nutritious meals provided by an outside catering firm. Staff provide parents with a menu and are able to make the choice of providing children with a packed lunch. They offer parents useful information on healthy eating and portion sizes therefore, contributing to children's understanding of healthy eating.

Staff are meticulous at ensuring children's health and well-being. There are consistent hygienic nappy changing arrangements, which staff implement effectively. Staff interact exceptionally well with the children clearly explaining what they are doing and asking permission to remove clothing. Staff value each child as an individual and consequently, they develop secure relationships in a nurturing environment. Staff are readily available and pass on useful advice and guidance to parents, such as information on toilet training so that there is consistent practice within the nursery to mirror what happens in the home environment. Children have numerous opportunities to be outside and active and make these decisions for themselves. There is a well-equipped outdoor area, which provides children with a range of open-ended resources to explore through play, such as using tyres, crates and planks to create an obstacle course. Children show a very good awareness of their own safety, for example children say 'shall I show you how to balance properly to keep yourself safe?' Children develop a very good understanding of safe practices. Staff are very clear in their explanations stopping children and ensuring eye contact as they explain the need to use 'walking feet' when inside. Children climb down steps carefully and pay attention to the signs displayed.

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

The inspection was carried out as a result of a concern raised to Ofsted regarding the safety of the premises. Ofsted visited the nursery and found that risk assessments were not sufficiently rigorous to identify all potential hazards to children. Ofsted set an action in respect of this. The nursery now has extremely detailed risk assessments in place and children are cared for in an exceptionally safe and secure environment, which is thoroughly risk assessed at all levels by competent and vigilant staff. Staff comprehensively record any accidents occurring at the nursery and share them with parents. Accident forms are reviewed regularly by senior staff to influence daily checks and regular, ongoing risk assessments. This practice is consistently reviewed as part of self-evaluation and staff receive ongoing, in-house training to maintain exceptional practice. The senior management team have developed highly productive relationships with key agencies to enable staff to take prompt action if any safeguarding concerns arise about a child in their care. Through comprehensive induction arrangements all staff have excellent knowledge of their responsibilities to safeguard children and updated training is regularly attended. Staff effectively deliver and implement comprehensive policies and

procedures, which underpins the outstanding service provided.

The efficient team have excellent knowledge of the safeguarding and welfare requirements to ensure children's well-being at all times. Recruitment and ongoing suitability arrangements are rigorous therefore children are cared for by experienced and well qualified staff. Arrangements to monitor staff development are highly effective as they involve accurate target setting and training to improve outcomes for children. There is a strong focus on in-house training to support staff in their development, such as through regular observations and supervisions to share consistently good practice.

Partnership working is highly impressive between the nursery, parents, external agencies and other providers, which enables staff to quickly identify and meet children's needs exceptionally well. Parents speak highly of staff at the nursery and how 'friendly staff' instantly welcome them. They value the new experiences staff engage their children with and how their children are 'very happy' and how they have come on in 'leaps and bounds'. Parents are provided with a wealth of information about the nursery and the activities their children engage in, such as through the numerous photograph albums, which support parents understanding of the Early Years Foundation Stage. The children's key persons support children and their families exceptionally well so that they thrive. Key persons strive to promote full sharing of information about children's care and learning in the nursery and at home. They fully value the views of parents and always consult with them over plans for their children, such as developing individual educational plans and sharing learning priorities. As a result, children highly benefit from the extensive support the key person secures. Parents willingly volunteer their time and are actively involved in the parent forum and the advisory board.

The children's centre manager is passionate and committed to improving the provision and is an exceptional role model. Self-evaluation is a key feature of the nursery to identify areas for development continually in relation to all aspects of the provision. Extensive monitoring and analysis of children's levels of attainment result in further improvements of the educational programmes to sustain the best possible progress. For example, the exceptional links with the primary school and the monitoring of the Early Years Profile have enabled staff to target children's mathematical development successfully. Staff intuitively use local authority data to improve the service provided, such as encouraging children's and their families' understanding of healthy eating to reduce obesity rates. The senior management team have been inspirational in developing consistent practice throughout the nursery. For example, a 'consistency file' promotes outstanding arrangements to ensure all staff reinforce expectations using fully practised and agreed strategies to support children's development. Staff have extensive knowledge of the learning and development requirements and, therefore children make outstanding progress. The senior management team evaluate well-planned activities and monitor the consistency in observation, planning and assessment arrangements effectively. This demonstrates an excellent capacity for continuous improvement.

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	EY364659
Local authority	Bristol City
Inspection number	927371
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	54
Number of children on roll	90
Name of provider	Upper Horfield Primary School Governing Body
Date of previous inspection	22/11/2012
Telephone number	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, 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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