

# Compass Point: South Street School and Children's Centre

South Street, Bedminster, BRISTOL, BS3 3AU

<b>Inspection date</b>	30/01/2014
Previous inspection date	06/02/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
	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		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

- Staff plan a stimulating range of well-planned experiences, which children are actively involved in and enable them to make good progress in their learning.
- Staff use home visits effectively to foster strong links with children and their parents.
- Partnership working at all levels is robust to help staff meet the learning needs of the children.
- Accurate self-evaluation of the early years provision and a strong management team enables continuous improvement.

### It is not yet outstanding because

- Not all children are always encouraged to ask for a drink when they are thirsty because staff do not promote different methods of communication for this routine.
- Supervision arrangements do not include opportunities for staff to observe each other's practice to build their teaching skills further by sharing excellent practice.

## 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 children playing inside and outdoors.
- The inspector observed staff interactions with children.
- The inspector held discussions with the management team, staff, parents and children at convenient times.
- The inspector and room leader conducted a joint observation.
- The inspector sampled documentation including learning diaries, safeguarding arrangements and self-evaluation.

## Inspector

Rachael Williams

## Full report

### Information about the setting

Compass Point Children Centre opened in 1998. It is an integrated part of the Compass Point site in Bedminster, Bristol. This includes South Street Primary School. The nursery (Penguin room) was established in 2008 alongside the school nursery provision. It provides care in the Penguin room, which includes a sleep area, toilet and nappy changing facilities. It has an adjacent play space for outdoor play. Children also access the school facilities.

The nursery is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. The nursery provides care for children from birth to three years old and wrap around care for pre-school children attending the school nursery. The nursery opens Monday to Friday from 8am to 6pm, all year round, except for bank holidays, staff training days and a week over Christmas. There are currently 85 children on roll in the early years age range. The centre receives funding for the provision of free early education for two- and three-year-olds. The nursery supports children with special educational needs and/or disabilities and those learning English as an additional language.

The Children Centre manager and two additional managers hold National Professional Qualification in Integrated Leadership. The nursery employs two qualified teachers to support the 18 members of staff; of whom, 15 hold early years qualifications at level 3 or above.

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

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

- encourage all children to ask for water when thirsty, through providing various communication methods, such as visual prompts or using sign language
- develop further supervision arrangements to include peer observations to share and guide excellent practice more thoroughly.

### Inspection judgements

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

Staff rigorously plan challenging activities to help children make good progress in their learning and development. Parents are involved in their children's learning from the onset as they provide the key person with information about children's starting points and capabilities during the home visit. This information, combined with a baseline assessment during children's first weeks in the nursery, influences initial planning. For example, staff

know what interests children have and can use this knowledge to help them settle, such as blowing bubbles to encourage new children to play outside and to focus their attention. Comprehensive observations of children's engagement in activities provide staff with possible lines of direction (PLOD) to promote children's learning successfully. Staff assess children's progress regularly and provide parents with a summary each term to highlight children's strengths and next steps in learning. This includes good systems to complete children's progress checks at age two years. Staff consistently track children's progress so that they are aware of any gaps in learning. Staff provide an inclusive environment, which they appropriately resource and adapt to meet the needs of individual children. Consequently, staff obtain appropriate support promptly for children identified with special educational needs and/or disabilities.

Staff are very good at following children's interests and use open-ended resources productively to encourage children to solve problems. For example, children use large wooden blocks to build competently. Some children build structures and use masking tape to fix the blocks together so that they do not fall. Children benefit from exploring a range of sensory experiences. For example, they enjoy using the dinosaurs to make footprints in the gloop and paint therefore, developing early writing skills as they form patterns. Children listen attentively showing that they understand as staff provide a narrative to what children are experiencing. Staff demonstrate how to use the different tools and children copy their actions developing their physical skills further.

Children communicate well and are encouraged wholeheartedly to explore language. Staff listen to children as they talk about the dinosaur biscuits they made the previous day. Staff question children well so that they recall what ingredients they needed and how they made them. Children explain that they made biscuits in two sizes-'big biscuits for older children' and 'smaller ones for babies'. Children are very imaginative as they create their own stories. Staff interact well to promote their language development asking questions to help children think. Children use language well to describe their journey, such as 'three, two, one blastoff. We're going to the moon to get cheese.' Staff give children clear reminders of how to jump off the settee safely and be mindful of others so that they do not get hurt.

Children enjoy exploring the large drum together. They bang it to accompany their favourite songs. When waiting their turn babies copy the movements of the older children and pat their knees. They learn to take turns as they roll the glitter ball across the drum to each other. There is good commentary from staff so that babies can put words to the actions. The vibration of the drum fascinates babies as they lie across it. Babies have good opportunities to be independent and make choices about their play. For example, they confidently explore their environment pulling themselves up to reach a wooden house. Babies become fascinated in the sliding door and repeatedly open and shut the windows.

Children are encouraged to make independent choices to prepare them for their next stages in learning. For example, children decide which songs to sing when they pull props out of the box at group time. Staff use these props well to focus children's attention and to provide an additional aid for those children with special educational needs. Staff support children's language well using visual timetables and sign language. Children are praised for their contribution and staff make it clear why they are given the responsibility to

choose the next song, such as saying 'you have done good signing'.

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

Staff assess children's needs well and provide a stimulating, open-plan learning environment. There are 'pockets' of space that can be adapted to accommodate young babies' needs as they become mobile, such as the partitioning of the sensory area. This provides babies and young children with good opportunities to learn from older children and develop strong friendships. Parents comment favourably about the organisation of the play space as it 'helps children to empathise and to respect each other's space'. There is a well-equipped outdoor area, which provides children with open-ended experiences, such as exploring the crates, stumps, tyres and mud kitchen. There are good opportunities for children to be outside and active. For example, children enjoy transporting the couscous using a range of tools and containers.

Staff are sensitive to children's needs. They talk to children as they change their nappies explaining what they are doing to reassure them. Staff follow good hygienic practice consistently, such as using paper sheets, which are changed for each child, to protect children from germs. Staff encourage children to use the potty and wash their hands helping them to develop independent skills. Staff know their key children well. For example, they cuddle and reassure them when they notice they are tired. Staff know children's routines well and provide a safe space for children to sleep comfortably. Children are developing a good understanding of how to keep themselves safe, such as through outdoor nature activities. For example, children become aware of boundaries and listen to instructions, such as 'one, two, three back to base camp,' and how to behave around the campfire.

There are regular opportunities for children to have a drink, such as at the snack bar or at lunchtime. Some children are confident to ask for a drink when they are thirsty showing that they understand their own needs. However, those children who are less confident or unable to ask for a drink verbally are not fully encouraged to do this, such as through visual aids or the use sign language. Children benefit from healthy and nutritious meals, which meet their special dietary requirements. Children relish the opportunity to have a go at serving themselves and staff routinely praise their achievements.

Children are beginning to understand expectations and boundaries. Staff provide clear explanations of how to keep themselves safe, such as not climbing on the shelf and not throwing toys on the floor. Parents comment positively on the strategies used to manage behaviour, such as children are 'set very clear boundaries and expectations'. Children are becoming increasingly more aware of familiar routines and sit together for group time.

There are good opportunities for children to learn together as they participate in the 'welcome song', which helps them to learn each other's names so that they have a good sense of belonging. There is good support for children moving onto the nursery class, such as small group activities to encourage children's engagement in more structured activities. For those children not attending the school nursery staff visit the setting and

create a transition book to support a smooth move.

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

Staff have good knowledge of the safeguarding and welfare requirements of the Early Years Foundation Stage and implement them well. Well-written policies and procedures underpin their knowledge. Children are able to move freely around the play space as staff are vigilant and carry out regular risk assessments of the environment. Staff routinely record accidents and the management team monitor these effectively to address any rising concerns. Recruitment and induction arrangements are rigorous enabling suitable staff to care for the children. Staff have good knowledge of the possible signs and/or symptoms of child abuse and how to report their concerns, including concerns about a member of staff. The management team has strong links with key agencies so that they can take prompt action should a concern arise about a child in their care.

The management team monitor the rigorous planning effectively each term. This influences the coaching programme for staff providing additional training for any gaps identified, such as emotional well-being for boys. The educational programme is consistently analysed to ensure there is a balance of experiences. Assessment arrangements are robust and effectively monitored using ACE, the local authority's Accounting Early for Lifelong Learning assessment tool. Consequently, children make good progress in their learning.

The management team support their staff well. There are regular supervisions to enable staff to develop their skills and share any concerns they have about a child. The management team incorporate these discussions with observations of staff's interactions with the children. However, the management team have yet to introduce peer observations to share good practice and enhance staff's skills. This is because some staff demonstrate some outstanding teaching and this means this excellent practice is not always shared among the whole staff team to raise standards further. The management team carry out regular staff appraisals and identify training needs to secure opportunities for further professional development. All staff are proactive at accessing relevant training to meet the needs of their key children, such as specific medical training, courses relating to speech and language development and improving the outdoor provision.

Partnerships with parents is good and staff provide them with an abundant range of information. Staff use the home visit productively to gain key information about the children so that they can meet their individual needs. For example, parents share key words in the child's home language with the key person to help children in their communication skills. Parents make positive comments about the consistency of staff through the children's centre and onto the nursery and the key person system, such as the allocation of a buddy so that their children feel valued and respected. Parents are 'very impressed' by the extensive detail in their children's learning diaries. Parents are actively involved in contributing to their children's learning, such as sharing their children's achievements at home and the 'chatter and natter' session where they feel that the

management team listen to their views. Staff give parents ideas on activities to do at home, such as the recipe for 'gloop'. There is good communication between the nursery and other early years provisions the children may attend to support continuity in children's care, learning and development. For example, staff visit the other provision and share children's learning diaries, progress summaries and next steps in learning.

The strong management team effectively evaluate and monitor the provision to drive continuous improvement. They have addressed the recommendation from the last inspection improving the provision for physical development well. There is an accurate improvement plan that supports children's achievements and clearly identifies areas for improvement through effective analysis of data, such as enhancing opportunities for children to listen, pay attention and to show that they understand instruction.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	107045
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	952946
<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>	69
<b>Number of children on roll</b>	85
<b>Name of provider</b>	Bristol City Council
<b>Date of previous inspection</b>	06/02/2012
<b>Telephone number</b>	0117 903 9941

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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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