

# Hillfields Childrens Centre Childcare

Hillfields Primary School, The Greenway, BRISTOL, BS16 4HA

## Inspection date

Previous inspection date

11/02/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 make good progress in relation to their starting points and their capabilities as staff provide interesting experiences that are based on their needs and interests.
- The setting makes good use of natural materials in the play environment to create friendly spaces that nurture children and encourage communication.
- Robust partnerships with other professionals support children with identified needs, including family support to work with parents.
- The management and leadership have a clear focus for the future, monitor the provision effectively and encourage the staff team's professional development, which benefits children.

### It is not yet outstanding because

- Children are not always given time to respond to comments, questions or sensory prompts to help them join in activities to maximise their learning.

## **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 observed activities in the main play room and the outside learning environment.
- The inspector had discussions with management, staff, children and parents.
- The inspector undertook a joint observation indoors with the manager.
- The inspector sampled a range of documentation including self-evaluation and the improvement plan, children's records, planning, safeguarding procedures, policies and information from a parents' survey.

## **Inspector**

Angela Cole

## Full report

### Information about the setting

Hillfields Childrens Centre Childcare, known as Little Stars, registered in 2013 under the management of Bristol City Council. It is situated in the Hillfields area of Bristol and operates from two rooms in Hillfields Children Centre, on the site of Minerva Primary Academy. The enclosed outdoor space has a safety surface and a covered area. The setting is open on Tuesday, Wednesday and Thursday from 9 am to 1 pm all year round, excluding bank holidays. The setting is registered on the Early Years Register. It offers childcare to children aged two years only and there are seven children on roll in this early years age range. The setting receives funding for the provision of free early education for children aged two years. It currently supports children with special educational needs and/or disabilities and children learning to speak English as an additional language. There are four staff, who all hold appropriate teaching and/or early years qualifications. The manager and early years teacher hold early years professional and qualified teacher status. There is one staff member working towards a further qualification.a

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

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

- extend children's learning through improving teaching techniques, for example by giving them time to think and respond to spoken and visual prompts to include them fully in activities.

### Inspection judgements

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

Staff have a good understanding of how young children develop and learn. They gain a thorough overview of children's starting points and needs, gathering information from a variety of sources. These include support workers linked with families, conversations with parents during home and settling visits and perceptive observations of children's play. Children receive good help to progress in their learning and development as they explore the many stimulating activities and experiences offered. Staff give children much one-to-one support, for example as they search for and talk about 'bugs' in the sand tray. Staff incorporate children's interests and their next steps in learning skilfully into the weekly planning for each child. They link their detailed observations robustly to the areas of learning to celebrate children's achievements and to plan further learning experiences. Staff have well devised plans to carry out progress checks for each child before they leave the setting at the age of three years. This summary of learning helps to gain the support children need from outside agencies to close their gaps in learning.

Staff have established a relaxed, flexible routine that enables children to feel secure and

to become as absorbed in play of their own choice. This routine includes quieter times that follow young children's need for rest, for example as children sit on adults' laps to look at books together. The routine also enables children to choose to play energetically outdoors. Children effectively learn about the world around them. For example, they investigate the use of wheels as they scoot along on trikes, and pretend play with small world vehicles indoors. They become fascinated while watching and feeling rain drops falling from the roof of the covered area onto their hands.

Young children receive good support to develop their personal skills. They gain confidence and extend their concentration as they repeatedly play, for example with gloop and paints to mix. Staff encourage children to play cooperatively, including throwing balls and aiming at skittles. Children develop good use of their small muscles to place items precisely where they wish these to be, such as puzzle pieces. They develop coordination as they thread chunky items such as beads. Staff use children's play interests effectively to extend their communication and language, including for those learning English as an additional language. Adults extend language well in rhymes and songs, emphasising rhyming words. They introduce Christmas songs with tinsel and bells, although they do not frequently use 'props' to extend children's choice of, and involvement in, songs. For example, children are not given time to count the number of ducks remaining. Staff often challenge children by asking relevant questions, such as 'What's that?' and 'How many is that?'. However, they do not always give children ample time to think to suggest an answer. Staff often encourage children's efforts by describing what they are doing and skilfully offer new words about their play things. Key persons successfully encourage children to talk about topics of interest to them, such as their families.

Staff have a good understanding of the importance of encouraging children to become as independent as possible. They support children from a young age so that, when they move on to pre-school education, they have the foundations of good social and learning skills. Staff expect children to begin to do things for themselves, such as cooperating with dressing and gaining confidence in personal hygiene. Depending on their abilities, children gain independence skills to stand them in good stead for their next stage in learning.

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

Two-year-old children receive good support to achieve good physical and emotional development. They form strong bonds with their key persons and buddies, who are always attentive to their well-being. Staff are skilled and sensitive in helping children form secure emotional attachments. They offer continuous, individual encouragement to young children, beginning at home visits made by staff to get to know the families better. As a result, staff provide a strong base for children's developing independence and exploration. Children receive strong support to gain confidence in varied, social situations. Different adults engage them in conversation and they enjoy watching and listening to school children through portholes in the fence. Staff offer clear support for children to gain self-control as they learn how to share toys. They hear clear instructions and learn about helpful routines. They respond to supportive behaviour management because staff have consistent, well targeted expectations and are good, calm role models.

The staff effectively support children's emerging understanding of how to keep themselves safe. The adults teach children how to manage risks and challenges relative to their ages. Children learn to use tools safely, including paint brushes and appropriate cutlery. They receive support to take turns on physical equipment, including to climb and balance and to negotiate wheeled toys. Staff provide an attractive environment with many child-accessible and natural resources. Adults use the resources well to promote good learning through effectively stimulating children, both in and out of doors. As a result, children enjoy and make decisions about their play.

Staff give clear messages about the importance of a healthy lifestyle. For much of the session, children choose whether to be in or out of doors. They benefit from ample fresh air and enjoy energetic and quieter play in different weathers. They are active as they play with hoops, experiment with water and freely explore natural materials, including in the mud 'kitchen'. Adults organise themselves well so a member of staff is always on hand to support children's care needs, including nappy changing and toileting. Children eat well and healthily as they choose and communicate about different fruits, such as kiwi. This means that they learn effectively about a healthy diet.

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

The management leads the setting well and demonstrates a good understanding of the learning and development requirements. All staff are dedicated to meeting the needs of children. Successful team-working and the positive atmosphere contributes to childcare that is welcoming and supportive to each family involved. All required policies, procedures and practices are in place to assist the smooth running of the setting and the well-being of children. The management has well-understood systems to regularly monitor children's achievement and progress. This approach is resulting in further improvement of the educational programmes to sustain good provision for children to close their gaps in learning and development.

The provision strongly prioritises children's safety. The management provides generous ratios of staff and adults are deployed so that children receive plenty of personalised attention. The designated adult attends specialised safeguarding training and all staff hold current child protection course certificates. As a result, they demonstrate a strong knowledge of child protection procedures, including how to respond if they have a concern about a child. The premises are secure and staff supervise children closely at all times to reduce the likelihood of accident or injury. Risk assessments, including for outdoor spaces and outings to the library, are effective. Staff check the areas that children use thoroughly to help keep them safe at all times.

The management gives good attention to employment procedures and staff qualifications. Staff benefit from thorough, individualised induction and strong encouragement to improve their skills further through professional development. These practices have a good impact on children's well-being and learning. The management uses robust self-

evaluation to identify areas for improvement, including through a recognised quality assurance scheme. A wide range of action plans are in place to bring about continual development. These include consolidation of the local authority system for assessment and planning and additional training for staff. Plans are also in place to re-introduce peer observations and to support all parents and carers to contribute to their children's written assessment.

Management and staff work well in partnership with others. The accessing of every available type of additional support for children with special educational needs and/or disabilities and their families is a priority. For example, the setting works closely with other professionals from portage, speech and language therapy and the local authority's inclusion services. This approach supports children with identified needs and their families robustly. Parents and carers are warmly welcomed into the setting and feel comfortable with the staff. They share much information in conversation about children's care and activities with key persons, who show a genuine interest in them and their children. Staff encourage parents strongly to comment about the provision and their children's progress. Attractive displays demonstrate interesting ways in which families may continue their children's learning at home, including continuing art and craft activities. Parents particularly value the setting's individualised and flexible support. They appreciate the quality provision, including the choice of indoor or outdoor play, which meets their children's learning needs effectively.

## 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>     | EY462574                 |
| <b>Local authority</b>             | Bristol City             |
| <b>Inspection number</b>           | 931041                   |
| <b>Type of provision</b>           | Full-time provision      |
| <b>Registration category</b>       | Childcare - Non-Domestic |
| <b>Age range of children</b>       | 2 - 5                    |
| <b>Total number of places</b>      | 12                       |
| <b>Number of children on roll</b>  | 7                        |
| <b>Name of provider</b>            | Bristol City Council     |
| <b>Date of previous inspection</b> | not applicable           |
| <b>Telephone number</b>            | 0117 353 4272            |

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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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