

Filton Childrens Centre Daycare

Conygre Road, Filton, Bristol, BS34 7DF

Inspection date

Previous inspection date

27/02/2014

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

- A well-established key person system helps staff make good bonds with children, which promotes children's well-being.
- Leadership has a good idea of the nursery's strengths and weaknesses and is able to plan effective strategies for improvement.
- Staff use good planning systems that are tailored to individual children's needs that focus on the skills children require for the next stage of learning.
- Staff monitor children's progress over time using good strategies and interventions to help children make good progress from their starting points.
- Staff form strong partnerships with parents that support continuity in children's learning at home.

It is not yet outstanding because

- Routines are not always flexible enough to support the youngest of children to continue outdoor learning opportunities to their satisfaction.
- Staff do not always encourage children to develop maths skills during and daily routines.

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 compulsory part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector engaged in observations of staff interacting with children indoors and outside.
- The inspector held discussions with parents, staff, children and management.
- A joint observation was held with the manager.
- The inspector viewed the nursery's documentation including planning, children's folders, documentation on staff and policies.
- The inspector reviewed all suitability checks on staff.

Inspector

Paul Cornock

Full report

Information about the setting

Filton Children's Centre Daycare is one of two nurseries privately owned and run by the provider. It opened in 2013 and operates from a room in Filton Children's Centre. Children have access to a secure enclosed outdoor play area. It is situated in Filton, Bristol. The nursery is open on Monday from 9am to 12 noon and on a Thursday and Friday from 9am to 3pm, term time only. The nursery is registered on the Early Years Register and the compulsory part of the Childcare Register. A maximum of 30 children may attend the nursery at any one time. There are four members of staff including the manager, two of whom hold early years qualifications at level 3 and one holding an early years qualification at level 2. Staff are supported by an overall manager who holds an Early Years Professional status and the nursery owner.

What the setting needs to do to improve further

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

- encourage staff to seize every opportunity to enhance children's mathematical development, for example, by talking about shape, size and quantity at snack time
- revise routines to allow the youngest of children time to explore the outdoor environment to their satisfaction.

Inspection judgements

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

Staff plan interesting and challenging activities that have depth and breadth across the seven areas of learning. This supports children to develop the skills needed for the next step of learning. Staff have a good knowledge and understanding of how children learn and use this to ensure children's needs are well met. For example, children regularly enjoy measuring and mixing the ingredients they need to make play dough. This helps support children's maths and physical development during planned activities. However, staff do not always seize opportunities to support children's maths development during routine activities, such as snack time. For example, staff did not talk to the children about the shape and size of the fruit or offer simple problem solving skills such as finding out how many cups they needed. This has a slight impact on children's early maths skills. Staff initiate conversations with children asking 'What if?' questions to support children to make new ideas. Staff's effective teaching promotes children to have their own ideas and try new things. The quality of teaching is consistently good and this supports children to make good progress with their learning. Staff support children with the acquisition of communication and language skills by encouraging children to listen to others and role

modelling positive behaviour. Staff also use sign language to support children with communication and language acquisition. Children enjoy copying the signs made by staff and often use it with discussion when communicating with each other. This supports children who are still developing their language skills to communicate well with the group.

Staff form good partnerships with parents to ensure children have continuity in their learning. This supports children's acquisition of new skills and encourages parents to support their child's learning at home. Parents have the opportunity to comment on children's learning and are regularly updated on children's daily achievements and experiences. Staff make accurate assessments of children's skills based on good observations. This enables staff to plan challenging experiences for children that shapes future planning and teaching. For example, staff use children's interests and prior experiences when transforming the role play area. Parents and staff are involved in this process and staff regularly review children's progress using an effective tracking grid. This allows staff to skilfully support children's learning particularly in communication and language development and in children's physical, personal, social and emotional development. Staff are able to demonstrate that all children given their starting points are making good progress towards the early learning goals. Staff support children with special educational needs well and work closely with all involved to ensure the children's needs are well met. This is because assessment of children's prior skills is clear and accurate and staff have a good knowledge of how children learn. Staff are aware of the skills, attitudes and dispositions children need to be ready for school. Staff act quickly to support most children who may be making slower progress towards this with effective interventions. Staff are able to gain the appropriate support for all children who require it, using support from their local authority. This ensures that all children with special educational needs are making good progress.

Children are keen learners overall and staff support children to explore the environment based on children's past experiences. For example, children select to play a stop and go game that they have previously enjoyed. This supports children to make links with their learning and deepen understanding of a past event. However staff do not consistently use the routines in place to allow the youngest of children time to explore the outdoor environment without interruption. This has a slight impact on the children's ability to become active learners, find new experiences independently and pursue their own learning to their satisfaction.

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

Children at the nursery benefit from a well-established key person system and children seem comfortable and at ease with each other and the staff. Staff ensure that parents are aware of who their child's key person is and share information with the parents regularly. Staff often support parents with issues at home such as toilet training and offer useful tips on how parents can support this. Staff help children who are new to the nursery settle with lots of one- to- one attention. This supports attachments between the child and their key person, which in turn promotes children's well-being and confidence. Younger children are gradually supported to join in with larger group activities and staff support them to

become familiar with their new surroundings. For example children who are not quite ready to join in with circle time for longer periods are able to enjoy other activities. This helps children feel confident in the nursery and gradually become familiar with the routines, which promote children's well-being.

Staff are good role models to children and remind children of the expected behaviour when speaking and listening. This helps children to feel valued and builds confidence. Staff are consistent with this approach and deploy effective strategies to support children who require extra attention. Staff support children to learn to tolerate each other's differences and children make good relationships with each other. This supports children's self-esteem and independence. Staff remind and help children to understand risk. For example staff remind children of the potential risks while children skilfully explore the well-resourced outdoor area using the bikes on offer. This supports children to think about their own safety independently. The indoor area is generally well resourced with most equipment accessible to all children. This helps children to become active learners capable of choosing their own activities, which promotes independence.

Children's behaviour shows they feel safe at the nursery and staff are always on hand to comfort children should they wish. Staff help children feel at ease by listening to their needs. This supports children to feel comfortable to share concerns and promotes well-being. Staff give clear messages to help children learn and understand why it is important to have a healthy diet. Staff provide children with a healthy daily snack which includes bananas, oranges and apples. Staff encourage children to wash their hands before meal times and explain this helps keep them healthy. This supports children's understanding of healthy lifestyles and how to manage their personal needs independently. Staff also encourage children to help with snack time and children use child safe knives to cut the fruit and children also help staff lay the table. Staff encourage children to stay seated while eating and remind them of the risks of choking. This helps children learn good table manners.

Staff help children to become emotionally well prepared for the move to school. This is because staff meet with the local schools to discuss children's needs prior to the move. Staff also gain the parents input in this process and use all this information to help make the move as smooth as possible for the child. Children of all ages are generally mixed together while at the nursery however, staff sometimes divide the room for small group activities. This enables staff to meet children's individual needs in a small group situation and promotes children's well-being.

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

The provider has a good understanding of her responsibilities in meeting the safeguarding and welfare requirements. The provider has kept up to date with changes in policy and procedure and has completed safer recruitment training. Staff are fully aware of how to act to help safeguard children in their care from harm. This is because all staff are up to date with training and have a good knowledge of the nursery's policies and procedures.

The manager ensures staff have a step-by-step guide available to them at all times should they have any concerns. This helps staff act quickly to help keep children safe. Recruitment, supervision and training have a very strong focus on safeguarding and child protection, and the manager ensures procedures are implemented consistently. For example the manager makes staff aware of the effective systems in place to ensure children are collected by authorised people only. This helps keep children safe.

The provider has a sound knowledge of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. The manager oversees the planning to ensure it offers a broad range of experiences for children and covers all areas of learning. This is because the manager and staff have a good, secure understanding of the areas of learning and how to promote them. This supports children to make good progress towards the early learning goals. The manager has recently introduced a system to monitor children's progress. This helps staff to identify children who are not making the required progress and implement effective interventions. This helps gaps in most children's learning to close quickly.

Leaders identify the nursery's strengths and weaknesses well and use this to make development plans. This is because the manager uses a range of different methods for self-evaluations including observations of staff and children. Parents are also invited to take part in this using social media and emails. This helps the manager measure the effectiveness of the service the nursery offers and the manager implements effective strategies to improve.

The manager has a well-established programme of professional development in place that helps staff to improve their knowledge and skills. Staff training is targeted from an effective performance management system that identifies areas for staff to improve. For example, the manager is currently working on improving staff interactions with the children, to further promote children's language for thinking skills. This helps staff to support children to make good progress. The manager ensures appropriate interventions are secured so children receive the support they need. This is because partnerships with parents and external agencies are well established and staff understand when to access this support.

The Childcare Register

The requirements for the compulsory 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

Unique reference number	EY467424
Local authority	South Gloucestershire
Inspection number	934189
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	30
Number of children on roll	10
Name of provider	Play Station Nursery Limited
Date of previous inspection	not applicable
Telephone number	01454610101

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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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