

# Bridgwater College Childcare Centre

College Way, Bridgwater, Somerset, TA6 4PZ

<b>Inspection date</b>	14/01/2014
Previous inspection date	26/04/2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>2</b>
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How well the early years provision meets the needs of the range of children who attend		2
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## The quality and standards of the early years provision

### This provision is good

- Staff provide a wide range of purposeful play activities, which actively encourage children's interests and learning.
- Children respond positively to the friendly, caring staff, which helps them settle easily.
- Staff promote children's communication effectively through use of positive reinforcement and language-focused activities.
- Staff work effectively with providers of other early years settings that children attend, which promotes continuity in children's care and learning very well.
- Management and staff give a positive approach to evaluation and making continual improvements to promote effective outcomes for children.

### It is not yet outstanding because

- Staff have not fully established systems for sharing information with parents on their child's developmental starting points.
- At times, noise levels become high and the organisation of some parts of the session does not fully support children's concentration. This slightly reduces learning opportunities at such times.

## 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 observed children's play indoors and outdoors.
- The inspector had discussions with management, staff and children.
- The inspector sampled documentation, including the operational policies and procedures and children's personal pathway folders.
- The inspector undertook joint observations of activities with a senior staff member.
- The inspector took into account the views of parents spoken with at the visit.

## Inspector

Mary Daniel

## Full report

### Information about the setting

Bridgwater College Childcare Centre registered in 1992 and was designated an Early Excellence Centre in 1997. The nursery operates under the management of Bridgwater College Childcare Centre which is now the sole responsibility of Bridgwater College. It is located on the college campus in Bridgwater, Somerset. Children have use of a large open plan playroom, which is divided for different age groups and which has integral bathroom facilities. There are two additional adjoining baby rooms, a sensory room, which is also used as a music and audio room, and a Forest School base room. There is also a community/dining room, meeting rooms for parents and kitchen facilities. Children have direct access to an outdoor play area. A section of this is enclosed for the babies' outside play activities.

The centre is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently 108 children on roll, all of whom are in the early years age group. The centre also takes children up to the age of eight years during the school holidays only, but there are none currently on roll. The centre is open each weekday for 50 weeks of the year from 8am to 5.30pm. The centre is in receipt of funding to provide free early education to children aged two, three and four years. The centre staff care for children who are learning English as an additional language and those with special educational needs and/or disabilities. There are 22 practitioners who work directly with the children. Of these, two hold Early Years Professional Status (EYPS), one holds Qualified Teacher Status (QTS), three hold childcare degrees and thirteen staff hold qualifications at level 3, or are in the process of taking this training.

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

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

- develop further the information shared with parents on children's developmental starting points to help meet children's interests, especially with initial planning of activities
  
- review the noise levels and organisation of activities during some parts of the session to fully support all children's concentration and participation.

### Inspection judgements

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

Staff have a strong understanding of the learning and development requirements of the Early Years Foundation Stage. They plan an exciting range of motivating play activities to support children's learning. For example, through their observations, they see children show an interest in the story of Goldilocks and the Three Bears. The staff provide a table and three chairs; small, medium and large in size, along with teddy bears and bowls of play dough porridge. These resources enable children to act out their ideas relating to this story. This actively supports children's imagination, mathematical awareness and their communication skills. Staff observe children enjoy exploring earth and sand outside using slotted spoons. Staff provide different mediums, such as mashed potato, and further utensils, such as a masher and a scraper, to extend this activity. Children show great interest as they push the potato through the holes in the spoons and the masher and see how this comes out. Staff plan other similar activities for all children to explore mixtures of cornflour, spaghetti, custard, or sand and water. Consequently, children develop their understanding of how things work, their hand eye-co-ordination in using different utensils, and discover a variety of interesting textures.

Planning also includes specific activities to promote children's communication and staff support this very well in practice. For example, staff get down to children's level and speak clearly to them. Staff effectively reinforce babies' babbles and sounds and frequently say their names in group times so they get to know each other well. They encourage toddlers to repeat words and use some simple signs to encourage communication with all children. This includes children who are learning English as an additional language or who have special educational needs, which promotes inclusion well. Staff use props with stories, which helps gain children's attention and develops their listening skills too. Older children are encouraged to listen when they are outside; for instance, as they say 'I can hear a birdie'. This actively supports children in becoming strong communicators.

Staff use their observations of children's play effectively to identify their levels of development and how to help them progress to the next stage. For instance, they know older children enjoy construction, and their next steps include developing their mathematical awareness. Staff provide brightly coloured bricks for children to build their towers and rockets and talk with them about which is taller or shorter. They ask children how many bricks they need to make a rocket bigger and if they need small or large bricks. As a result, staff actively encourage children to start thinking critically in their play. Children also initiate their own ideas; for example, as they count back from 10 to zero and say 'blast off' as they send their rocket up into the air. This activity encourages children to develop their imagination and awareness of early mathematical concepts. Consequently, children start gaining the necessary interest to develop their future skills.

Staff provide babies with colourful activity toys, which they are keen to explore. The babies press buttons to activate lights and smile as they hear music playing. This encourages their participation in play as they learn about cause and effect actions. Toddlers enjoy listening to a favourite story and start to talk about the pictures they see. This helps children develop an early enjoyment of books and they begin to make connections with stories and their own experiences. Older children spend time filling and emptying weighing scales with dried pasta shapes as they try to get these to balance. Staff ask children which is 'heavy' or 'light' and encourage them to try weighing other objects too. As a result, children develop their understanding through absorbing playing

and exploring activities. Parents state staff are friendly and approachable. They say they feel very well supported in settling their child in and particularly as they move up into a different age group play area. Parents state they are well-informed of their child's development through regular discussion with staff and use of communication books on a daily basis. They are encouraged to be involved in their child's learning and share their knowledge of children's developmental abilities and interests on entry. However, systems of sharing this information are not yet fully established. This means that initial activities are not fully based on children's existing abilities. Staff are clear about the process to complete the progress check for two-year-old children. They do this in liaison with other agencies involved in children's care and with parents. As a consequence, a well-informed check is completed, reflecting children's achievements and clearly identifying if any further support is required. This effectively helps to monitor and support children's ongoing development.

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

Staff are very caring and friendly and children respond happily to them. Key persons get to know their designated children's routines and effectively support them as they move between age groups and play areas. For example, they stagger children's visits to their next age group according to their individual needs and in liaison with parents. Children are able to meet with their siblings at different times during the day. As a result, children feel secure and relaxed in the setting. Staff implement a key person system along with a back-up key person, so parents and children always have a special person with whom they can link. This helps to provide a continuous approach for children's care and learning.

Staff help babies and toddlers develop their mobility effectively. For instance, babies like crawling over different surfaces, such as soft cushions or furry mats. Staff recognise when younger children are ready for further challenges to their physical skills. They hold toddlers' hands as they carefully walk up and over a low ramp and a wide platform. Staff praise toddlers as they begin to do this independently and show pride in their achievements. Babies are tucked up warmly in their pushchairs for a nap outside and sleep peacefully while their friends play nearby. Staff make regular checks on sleeping children, which helps to keep them safe. Staff plan outdoor education type activities, where children learn through exploration and using natural materials outside. Children have great fun on the mud slide they create. They actively build up their muscles as they carefully lift logs and branches into place to make their shelters. Children play happily together outside and initiate their imaginary games. For example, they find their backpacks and say they are going on an adventure to find a lion. Older children create a bridge for their 'trolls' to hide under or make pies in the mud kitchen area. Consequently, staff actively promote children's enjoyment of physical exercise and play opportunities very well, which effectively helps to keep them fit and well.

Children enjoy a well-balanced menu of nutritious meals and snacks. They help to grow vegetables, such as green beans, tomatoes and courgettes in their kitchen garden area. They see their produce being used in their meals. This actively encourages children's understanding and enjoyment of healthy foods as they see the whole process of growing

to eating. Staff offer children drinks on a regular basis. For example, babies have colourful lidded beakers that they can easily handle. Staff generally make sure drinks are easily available to children during the session. Children use small jugs at snack time to pour their drinks, which encourages their hand-eye coordination skills well. Children are keen to find their wellington boots to put on so they can go outside and play. They know they can put their pictures and belongings in their own named drawer. This encourages children to develop their independence and start taking small responsibilities. As a result, children start to develop skills that will promote a smooth transfer to other settings and school.

Staff follow clear procedures for nappy changing and wear disposable gloves and aprons to help prevent cross contamination. They liaise regularly with parents on their child's personal care routines, such as toilet training, or any specific medical needs. This promotes continuity in children's care and meets each child's individual needs. Children independently go to find a tissue to blow their nose and then put this straight in the bin. This all helps to prevent the spread of infection and promote children's good health and development. Staff plan a range of activities related to road safety and set up a role play road in the garden. They talk to children about safe places to cross the road and to keep looking and listening for vehicles. Staff let children take safe risks in their play and supervise them well as they do so. For example, they gently remind children to be careful when they go to climb trees. Consequently, staff effectively promote children's understanding of staying safe within their familiar environment.

Staff create a busy, inviting play environment, where every child and family is welcomed and valued. Overall, staff manage space and resources well to promote children's learning. However, on occasion, noise levels become high, which sometimes makes it hard for children to fully concentrate in their play. Toys and resources are well-maintained and used effectively to encourage children's participation in play. For example, babies eagerly crawl across to reach the bright, colourful activity toys placed on the floor. Toddlers easily access the child-sized chunky sensory shapes on a low table and explore these with interest. Older children know where particular resources are stored and go to find some shape cutters to use with the play dough in their game. This means staff are very effective in encouraging children to making independent choices and initiating their spontaneous ideas and interests. Staff keep clear boundaries and use positive language with children. They encourage children very well in being kind to others and this helps them start to develop positive relationships with their friends. Staff frequently use praise with children and thank them for their efforts, for instance, as children help to scrape their plates after lunch, ready for washing up. As a result, children begin to develop their independence and social skills and are well prepared for the move to school.

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

Management and staff have a thorough understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. Children's well-being is clearly prioritised and staff receive regular training on child protection matters. Staff are clear on procedures to follow to manage any identified concerns. They

keep clear communication links with other agencies involved, which helps maintain continuity with safeguarding issues. As a result, they actively promote children's welfare.

Management regularly reviews and updates operational policies and procedures to support positive practice. For example, staff suitability is effectively assessed through a well-structured recruitment and employment process, supported by the overall college procedures. Staff follow a thorough induction process and ongoing supervision and appraisal systems. This actively supports staff in their continuous professional development. For instance, staff take on specific areas of interest, such as promoting sensory play with children or developing their communication through play. This provides children with a positive range of learning experiences, which effectively promote their all round development. Management implements clear systems for monitoring the numbers of children attending and allocates additional staff where required. This provides effective staff deployment overall and correct staff ratios are maintained across the playrooms. Management and staff implement clear systems for assessing risks within the play environment and suitable prevention procedures are in place. For example, staff regularly practise fire drills. They keep an emergency cot readily available to help evacuate the younger, less mobile children more effectively. Staff supervise children well, and arrival and collection arrangements are well established with parents. This enables staff to know any other named carers for whom parents have agreed this access and to be confident with those collecting children. Internal play rooms are accessed through the use of a pass operated security system. This helps to provide a safe environment for children.

Management and staff demonstrate a clear understanding of the learning and development requirements of the Early Years Foundation Stage. Staff form very effective partnerships with other settings children attend. They develop clear systems of sharing information on children's care and learning and how best to foster their ongoing progress. This actively provides a cohesive approach to promoting children's overall development. Staff actively promote frequent liaison with parents to help them meet children's individual needs. Parents are kept well-informed of their child's daily activities through discussion with staff and use of a communication book. Staff offer times to meet with parents to discuss their children's achievements. They also share children's learning journals and the regular observations staff make of children's achievements. This promotes positive partnership working. Generally, the session runs smoothly although some activities, such as those provided in the period before lunchtime, are not always as well organised. Staff encourage children to help with tidy-up time and several are eager to do so. However, some children are not fully involved in this activity and do not settle well to play at this time. This slightly reduces the effectiveness of some learning opportunities.

Management and staff give a positive approach to developing the provision offered to children and families. Strong systems of self-evaluation are implemented. Staff discuss identified areas for development and how to effectively address these at staff training days. For example, a parent forum has been established and questionnaires are also used with parents to gain their views and ideas. As a consequence, evaluation shows a broad overview of current practice and reflects clear aims for continual improvement. This actively helps staff in promoting outcomes for children.

## 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

<b>Unique reference number</b>	142750
<b>Local authority</b>	Somerset
<b>Inspection number</b>	948480
<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>	71
<b>Number of children on roll</b>	108
<b>Name of provider</b>	Bridgwater College
<b>Date of previous inspection</b>	26/04/2012
<b>Telephone number</b>	01278 441270

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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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