

Redcliffe Early Excellence/Children's Centre

Spencer House, Ship Lane, Bristol, BS1 6RR

Inspection date

27/03/2014

Previous inspection date

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- Staff use their outstanding knowledge of how children learn to provide rich, varied and imaginative experiences for children. This helps children make outstanding progress.
- Staff assessments of children is precise and accurate and includes all involved in the children's learning. This enables staff to quickly identify children who are not making good progress and quickly implement effective interventions.
- Staff use successful strategies to engage parents which supports children's learning at the setting and at home.
- A highly effective and targeted programme of professional development ensures practitioners are constantly improving their already first-rate understanding, knowledge and teaching.
- Staff support children to develop high levels of self-control and independence. This helps children develop an excellent understanding of how to manage risks and challenges.

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 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

Redcliffe Nursery School and National Teaching School is a local authority education and care provision managed by a head teacher and a governing body. It opened in the nineteen sixties as Local Authority Nursery School and operates from ground floor premises located in the heart of a local authority multi-story housing complex close to Bristol city centre. A maximum of 82 children may attend the centre at any one time, with 132 children using the school per week. The centre opens all year round, except during Christmas holidays. It also closes for 10 days a year for staff training. Opening times are Monday to Friday from 8am to 6pm. All children share access to a secure enclosed outdoor play area. Children attend for a variety of sessions and types of care include full day care, sessional care and nursery education. School age children attend a breakfast and tea club and a holiday play scheme is also in operation. A total of 23 members of staff work directly with children and their parent/carers. Of these, seven members of staff hold Level 3 qualifications. A further three members of staff hold Level 2 qualification. In addition, several members of staff also have degree level qualifications with nine staff holding qualified teacher status. The head teacher holds two masters degrees. Other professionals accessible at the centre include a speech therapist, health visitors and counsellors. The centre is a national teaching school and therefore offers support and professional development to masters level qualifications. This support is available nationally.

What the setting needs to do to improve further

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

- continue the already outstanding teaching of how children can keep healthy into snack time so all children can further benefit from first hand experiences.

Inspection judgements

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

Staff ensure that all children have an exciting, interesting and imaginative experience while at the nursery. This is achieved by staff planning an exceptional range of activities for children of all ages. The activities capture children's imaginations and cover all areas of learning. For example, children's interests in buses and aeroplanes led to staff planning a trip to the local airport. Likewise, a trip around the local area on a bus. Staff used these experiences to further children's learning with high quality teaching and interactions. Staff have expert knowledge and understanding of how children learn and use this when teaching and interacting with children. Staff teach children how to manage risk and challenge independently. For example, children had created a sledge out of a cardboard box. Staff challenged children to think of ideas to test the sledge resulting in children using a slope in the outdoor area. Staff supported children to understand the risks and

children independently managed this challenge under supervision from the staff. This teaches children to think independently about what is safe and what is not. It also gives children confidence to explore the environment and resources on offer to create new ideas. This helps children make outstanding progress from their starting points and acquire skills for future learning.

Staff have in-depth knowledge of individual children which is based around precise, sharply focused observation and assessments of all children. Staff closely monitor all children's progress and have the expertise to secure timely interventions for all children who need them. This is because staff have comprehensive knowledge of the child and their family and use this to support children who may not be making the expected progress to quickly close the gap in their learning.

Staff build excellent links with parents and regularly share children's achievement and what they have been doing at nursery. This leads to the children's learning at nursery continuing in the home which supports further development. For example, parents often say how children have continued the learning at home by using objects to make buses while recalling their recent experiences. Staff document children's learning in learning diaries which are on hand for parents to comment and take home at any time. Parents say they find the diaries very useful and often have discussions regarding children's progress with their child's key person. This is a very effective way of staff keeping parents informed of on-going assessments on children. It ensures that parents are very involved in their child's learning and children's progress benefits from this continuity.

Staff help children make rapid improvement in their learning from their starting points. This is because staff have an extremely sharp focus on developing children's communication and language skills, and supporting children's physical, personal, social and emotional development. This is achieved through staff valuing children's opinions and ideas. For example, staff encourage children to solve problems in a small group or independently, such as when children make weekly visits to the forest. Staff encourage children to explore the environment and create new ideas, which results in children being well motivated and eager to learn. This means children are exceptionally well prepared for school or the next step in their learning.

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

Staff are highly skilled and sensitive in helping children of all ages form secure emotional attachments when they first start at the nursery. For example, staff visit children at home to build a relationship with the child and parents. Staff also have detailed discussions with parents to agree settling-in arrangements. Parents say they feel in control of this process which helps them and the child feel at ease. Children benefit from such effective and flexible arrangements because the attachment they make with the staff allows them to build independence. This also enables children a secure base from which to explore their new surroundings and find new learning experiences and build new relationships.

Staff encourage children to learn increasingly high levels of self-control during activities

and children learn how and why it is important to take turns. Children are involved in cooking fresh produce which they grow and pick from their local allotment. Staff support children to independently explore and experiment with the produce and staff teach children about why it is important to be healthy and stay safe. For example, staff challenge children to cut fruit and vegetables and teach them to use the equipment safely. Staff also talk with children about how fruit and vegetables, along with a balanced diet, helps keeps them healthy. However, this teaching is not always present during snack time as staff use this time to discuss other topics with children. Children demonstrate confidence in social situations and are at ease with the staff and each other. Children's behaviour is exemplary due to staff's consistent approach in dealing with the occasional incident of unwanted behaviour. For example, staff use praise to draw attention to children's good behaviour which role models the expected behaviour to others. All staff have clear understanding of how to act quickly to help protect children from harm.

Staff ensure there is a highly stimulating environment with child-accessible resources that promote learning and challenge children both in and outdoors. Staff use children's recent experiences to create working areas within their rooms. For example, children made pictures and maps when recalling a recent trip and use them to create and continue to add to a display. This promotes children's sense of achievement and pride in their work and promotes children's wellbeing.

The strong skills of all key persons ensure all children are emotionally well prepared for the next stages in their learning. For example, staff skilfully support children who may be moving rooms by accompanying them to meet their new key person. This happens several times until the child is comfortable and has built an attachment with the member of staff. Parents also get the opportunity to meet the new key person during meetings which helps continue links from nursery to home. This all contributes to children's wellbeing and helps promote good progress in children's learning.

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

Leadership implement highly effective, well documented and successful strategies to strongly improve all children's achievement. These strategies also ensure that children make outstanding progress from their starting points over a sustained period of time. This is achieved through careful and precise documentation of children's learning from all key persons which enable leadership to analyse children's progress. For example, leadership has implemented a graph that makes children's learning visible. The graph clearly plots children's levels of development which is used to track children's achievements and progress over time. Any area where individuals or groups of children may be making less progress than others is quickly identified. Leadership uses exceptional skills and knowledge to ensure these areas are addressed quickly, including the use of highly effective partnerships. This includes the parent, all staff, external agencies and, when appropriate, the child. Leadership ensure all staff are well trained and adopt a consistent approach when interacting and teaching children. For example, staff met to discuss their approach when working with children who may be below the expected level for

communication and language development. Staff are also able to access effective support from external agencies. This consistent approach ensures any gaps in children's learning closes quickly.

The person responsible has an excellent understanding of her responsibility to ensure that the provision meets the safeguarding and welfare requirements. For example, she holds weekly leadership meetings to discuss individual children and keeps up to date with legislation. The nursery's designated child protection officer also plays a very active role in these meetings and disseminates information to the rest of the team. This ensures all staff have an excellent understanding of how to act to help keep children safe from harm. Leadership also ensure all staff have regular training to keep up to date with safeguarding legislations and use this to improve practice.

A highly effective and targeted programme of professional development ensures staff are constantly reflecting and improving their already outstanding practice. Staff targets are focused around the progress children are making and the effectiveness and impact of their teaching on the children's development. All staff benefit from a mentoring system with some staff accessing support from very experienced members of the wider community. This helps staff to share ideas and build effective practice, thus improving outcomes for children. Leadership has the ability to observe staff and accurately identify areas for their teaching to improve. For example, the manager is working with newer members of the team to improve questioning techniques to further children's learning. This means that leadership have the skills to drive further improvement in an already high quality setting.

Leadership evaluate the effectiveness of the provision during weekly strategic meetings where they identify areas for improvement. Leadership have recently provided further resources to enable children to make more regular visits to the forest. This was identified due to the progress children were observed to be making during these visits. This demonstrates leadership can act to improve standards and help children make outstanding progress.

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

Unique reference number	150721
Local authority	Bristol City
Inspection number	813155
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	82
Number of children on roll	132
Name of provider	Bristol City Council
Date of previous inspection	not applicable
Telephone number	0117 9030334

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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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