

Knowle West Children Centre at Inns Court Community Centre

Inns Court Community Centre, 1 Marshall Walk, Bristol, BS4 1TR

Inspection date	16/06/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	1 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

- The strong management team provides expert, effective support, so that staff work extremely well together and have an exceptional drive for excellence for the benefit of the children.
- The excellent key person and family support systems help children to form highly secure emotional attachments, which successfully promotes their well-being.
- Staff provide a language-rich environment and outstanding support for children's other key areas of development, providing a firm foundation for children's next stage of learning.
- Children move freely around the highly stimulating premises, motivating them to initiate their learning and make independent choices.
- Staff skilfully follow children's lead and help them to extend their ideas, which motivates children to maintain their thinking and gain a highly positive attitude to 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 indoors and outside.
- The inspector held a meeting with the senior management team and carried out a joint observation with one of the team leaders.
- The inspector took account of the centres improvement plans and own parents' survey, and spoke to parents present on the day of the inspection.
- The inspector checked safeguarding information and the premises.
- The inspector sampled documentation, including policies and procedures, children's development records and monitoring systems, and planning.

Inspector

Elaine Douglas

Full report

Information about the setting

Knowle West Children Centre at Inns Court Community Centre registered in 2013 and is part of the Knowle West Children Centre and nursery school. The group is run by a board of governors and operates from The Inns Court Community Centre in Knowle, Bristol. Children are cared for in a spacious playroom with adjacent toilets and have use of the hall. There is a secure enclosed outdoor play area. The group is registered on the Early Years Register and predominantly provides care for two- and three-year-olds. The group operates sessions from 8.45am to 11.45am and from 12.30pm to 3.30pm for 51 weeks of the year. The group supports children learning English as an additional language and children with special educational needs and/or disabilities. The group provides free early education for two-, three- and four-year-olds. There are currently 40 children on roll aged from two to four years. The group employs seven staff, one of whom holds a childcare qualification at degree level. Two staff hold an appropriate early years qualification at level 4, and four staff at level 3.

What the setting needs to do to improve further

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

- have more words and pictures in the outdoor environment to enhance children's literacy development.

Inspection judgements

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

Staff have an excellent knowledge of how children learn and use highly effective and precise observations of children to plan for their continuous development. The outstanding partnerships with parents and other professionals, enable staff to have a clear awareness of children's starting points and interests. Consequently, they plan a stimulating environment, which meets children's individual learning needs and motivates them to learn. The regular parent consultations mean that staff share excellent information and can plan a consistent approach to supporting children's development. Parents comment very positively on the way staff that support them in potty training their children, or managing their behaviour, for example. As a result, children make rapid progress considering their starting points and abilities.

Children are active learners because staff skilfully extend children's learning through following their lead. For example, when children show an interest in rolling items such as balls and cable reels down the mounds, staff then get children to think of ways of getting down the mound themselves. Children roll and run, and when staff provide large cardboard pieces for children they start by using it as a toboggan. Staff ask how they

could secure the cardboard to make it into a slide. This helps children solve problems as they suggest the staff could hold it in place. Staff encourage children to describe what is happening in their activities and to solve problems through trial and error. For example, they construct a toy railway, working out which pieces they need to turn a corner or connect to a bridge. When children fill a bucket with sand and tip it out, staff ask them why it has collapsed. As a result, children realise the sand is too dry and get water from the butt until it is stiff enough to make a castle. Staff ask good questions that encourage children to think, such as, 'Is it easier to go forwards or backwards with the heavy wheelbarrow of sand?' so children try both to find out the answer. They encourage children to predict how many scoops of sand they need and they use mathematical terms to teach children about capacity, such as 'full' and 'empty'. Children count how many cups they need at snack and whether they have enough pieces of fruit for everyone.

Staff split children into small focus groups for activities specific to their individual learning needs, where children gain confidence to speak in a group. Children thoroughly enjoy individual and whole-group stories; they choose songs and join in with the actions and words. Children later use stories in their play. For example, they say they are going on a bug hunt, acting out the actions and familiar words to a well-known story about a bear. This helps them make links in their learning and recall previous events. Staff use simple sentences and model the use of language clearly, within a visual context. This promotes children's communication skills exceptionally well, including those learning English as an additional language. Children use telephones, for example, to learn about listening and responding appropriately, taking turns in a conversation. Children develop independence throughout their activities and routines. They put on their boots to go outside, get a tissue to wipe their nose and take themselves to the toilet. Consequently, children develop excellent skills in their key areas of development, which prepares them extremely well for their next stage of learning.

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

The outstanding key person system means staff know children exceptionally well and children demonstrate they feel secure. For example, children visiting the setting happily leave their parents and go to play with their key person. This is because staff make home visits before children attend the group so that they can begin to build relationships with children and their families. Parents comment extremely positively about the staff, who gain excellent information from parents to aid children's settling in. For example, parents provide photographs of the children's family, which staff use sensitively to engage children in discussions. The centre has a strong ethos on supporting children's well-being and recognises the importance of providing holistic support through their dedicated family services team. As a result, parents get involved, learning about brain development for example, and a parent has written an easily accessible book to support others. They also provide a social group, for parents to get to know each other. This has a positive impact on promoting children's welfare.

Staff have ordered display boards to put up children's work and for parents to add comments, to share and celebrate their children's achievements, and this helps to build

children's high self-esteem. Staff provide exemplary role models, including all children in activities and games, and valuing their contributions. As a result, children develop excellent relationships and help each other. They have an exceptional understanding of the staff's high expectations. For example, staff sing a song to warn them the routine will change in five minutes, and children know that when they sing the second song, it is time to tidy up. Children behave extremely well because staff use positive reinforcement and support children in managing their own behaviour. For example, children raise the palm of their hand and say, 'Stop' when they do not like something another child is doing.

Children gain an excellent awareness of safe and healthy practices through their play and daily routines. For example, they can help themselves to drinks of water and to the legionnaire hats available, especially when running around outside, teaching them about safety in the sun. Staff extend this by providing excellent information for parents to continue effective practices at home, such as sun and dental care for example. The centre provides wet suits to enable children to benefit from outdoor play throughout the year and develop an excellent awareness of the importance of exercise. Staff teach them to walk up the side of the grass to use the slide, so they do not get hurt by the next child coming down. Children balance carefully on stepping-stones and learn to use a range of tools. Children grow their own produce and use them to make sandwiches, for example. This promotes their awareness of healthy eating and provides opportunities to learn about hygiene and safety. Children choose between milk or water and a range of nutritional snacks, for example fruit, vegetables, cheese and rice cakes. Staff follow extremely hygienic procedures when changing nappies and children's clothes, which helps to protect children's health.

Children have free use of the indoor and outside environments, which enables them to choose from an extensive range of good quality resources. For example, children use magnifying glasses to look closely at the natural world. They independently use garden tools and sweep up spilt sand. There are resources to cover all areas of development outside, which ensures children who prefer outdoor learning have the same high-quality experiences, although staff display fewer words and pictures outdoors. Children enjoy using the cosy book area, where puppets and props help them develop a love of books, including those that children have made themselves. Staff provide a wide range of writing resources, including envelopes and post-it notes, so children develop early writing skills and learn the purpose of writing. Children and their parents have regular activities with children from the main centre and get together for celebrations, so their move to the next centre is easier for children and their parents.

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

The senior management team has an outstanding awareness of their responsibilities to meet the requirements of the Early Years Foundation Stage. There is excellent security and staff monitor children vigilantly at drop-off and collection times, to ensure that children only leave with an appropriate adult. The two team leaders ensure they deploy staff extremely effectively so that each member of staff knows their responsibility to make

sure they supervise every part of the environment. Through excellent observation, they move themselves to where they can meet children's individual needs. The management team employ experienced, qualified staff and have rigorous recruitment procedures to check the suitability of all staff. They ensure staff are knowledgeable about safeguarding children through training and the extensive induction programme. As a result, all staff know what to do in the event of any concern. There is extensive documentation for guidance, and the designated person has an exceptional knowledge of procedures to protect children's welfare. An external company carries out the overall risk assessments and staff carry out daily checks of the premises to ensure all equipment is in place to keep children safe. The senior team organises all required documentation extremely well to support the highly efficient management of the nursery. The learning coordinator monitors children's overall progress. He and the team leaders regularly go through the key person's tracking system to ensure accurate planning for every child and identify any gaps in children's development to ensure they seek any necessary early additional support. As a result, children achieve to the very best of their abilities.

The centre manager and deputy carry out staff appraisals and all staff have regular performance monitoring. In between, the team-leaders carry out staff supervision and staff use peer mentoring to discuss effective practice. Consequently, the quality of teaching is consistently high. The management team has a wealth of expertise, including a Special Educational Needs Coordinator, and members attend the group to offer specialist guidance and support. The speech and language therapist videos staff interactions and discusses ways of enhancing children's development, for example. They seek to empower the staff to have confidence in their own abilities, which means there is a shared commitment to providing outstanding outcomes for children. Staff have regular, professional development days and get involved in team research projects, which include all staff, governors and consultants. For example, they unpick what they think makes a key person and learn about attachment theory. They are currently looking at supporting children's problem solving for example, and how best to support children's transition between the centres and other settings. The centre uses excellent systems of self-evaluation, including senior staff carrying out mock inspections. This ensures continuous improvements to an already outstanding provision. For example, they are looking at ways to involve parents further in contributing to their children's development records and providing opportunities for parents to explore information technology with their children. They use working parties to look at different aspects of their provision and seek parents' feedback verbally and through questionnaires. For example, they are currently piloting a system to carry out the required progress check for two-year-old children with parents and the health visitor.

A strong, knowledgeable staff team works extremely well in partnership with parents and outside agencies. This is to ensure that they have an extensive knowledge of each child and can provide any additional support. Staff invite parents in to share activities and develop a stronger understanding of the Early Years Foundation Stage, including gym, music and movement, and cooking sessions. Parents receive extensive information through the prospectus, daily verbal communication, parents' consultations and the notice boards. The management team already provides user-friendly documents for parents and are doing the same with their policies and procedures. The staff visit other settings, meet with any childminders children attend and invite local teachers to the centre to share

information and ensure consistent care and learning. This helps to ensure all children reach their full potential.

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	EY467779
Local authority	Bristol City
Inspection number	949259
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 5
Total number of places	24
Number of children on roll	40
Name of provider	Knowle West Children's Centre Governing Body
Date of previous inspection	not applicable
Telephone number	01179041220

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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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