

Childcare at Bishopsworth Children's Centre

2 Lakemead Grove, Bristol, BS13 8EA

Inspection date

Previous inspection date

17/06/2014

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

- Staff provide an exciting range of purposeful play activities, which effectively encourage children's learning.
- Staff reinforce children's words and use effective questioning very well, which actively promotes children's early communication and language development.
- Children are cared for in attractive, inviting play environments, which promote each area of their learning.
- Staff form positive partnerships with parents, which gives reassurance to children and supports continuity in their care.

It is not yet outstanding because

- Staff have not fully developed ways of using information shared with parents on children's developmental starting points.
- Staff do not always support children to fully develop their understanding of possible risks to themselves and others, which slightly reduces their awareness of safety.

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 children in their play indoors and outdoors.
- The inspector sampled documentation, such as operational policies and procedures and the self-evaluation form.
- The inspector undertook a joint observation with the manager of the setting.
- The inspector took into account the views of the parents spoken with at the setting.
- The inspector viewed children's learning journals and planning documentation.

Inspector

Mary Daniel

Full report

Information about the setting

Childcare at Bishopsworth Children's Centre registered in 2013. It comes under the management of the governing body of Four Acres Primary School and Children's Centre and is situated in Bishopsworth, Bristol. The setting provides child care for children age two and three years and operates each weekday afternoon from 1pm until 4pm all year round except on Mondays. Children have use of a dedicated playroom within the children's centre, with has an adjoining outdoor play area. The setting is registered on the Early Years Register. There are currently 12 children on roll. The early years childcare leader is a qualified teacher and also has Early Years Professional Status. She is supported by a childcare manager who has a level 4 early years qualification and two staff who both hold a level 3 qualification in childcare and early years education.

What the setting needs to do to improve further

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

- make more use of information shared with parents on their child's initial development to fully support their learning on entry
- provide further opportunities for children to develop their understanding and take responsibility for keeping themselves and others safe from harm.

Inspection judgements

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

Staff provide a broad range of interesting and purposeful play experiences, which cover all seven areas of learning. They use their observations of children's play effectively to identify their stages of development and where to support their learning next. Staff then plan activities that are clearly tailored to build on children's existing abilities. Staff often base activities around a favourite story that children enjoy and therefore encourages their participation and interest. Consequently, staff support children very well in making good progress towards their early learning goals.

Staff provide exciting learning opportunities for children inside and outside. For example, children like to play outside with the sand and water. They carefully use small spoons, spades and pots to scoop the sand into containers to make their 'strawberry cakes'. This effectively encourages children's control and coordination and their imagination in their play. Children enjoy their water play and concentrate very well as they fill the small plastic bottles with water. They show great interest in the colourful water wheel that spins as they pour water over it. Staff support children in exploring how they can make the wheel

spin round very fast or very slowly. Children discover the more water they pour the faster the wheel turns and staff explain why this might happen. As a result, children start to learn about simple cause and effect actions and develop their understanding of how things work. This actively supports children in beginning to think critically about their actions.

Staff see children show a fascination in the insects they see outside. For instance, as they discover a caterpillar or some wood lice. They provide magnifying glasses for children to see the insects more clearly. Staff extend this interest effectively as they help children to make 'bug houses', which they establish in the garden. In addition, staff teach children about the lifecycle of the frog. Children like to watch the tadpoles they keep in a tank and talk with staff about the changes they see and how these will grow into frogs. This actively encourages children's understanding of their natural world. Staff encourage children's language development very well. For example, they sound out the initial letter of children's names very quietly as they say hello to each other at register time. This encourages children to listen well and they start to become familiar with the sounds for their names and those of their friends. This also helps children in developing their early relationships. Staff use open ended questions very well to help children think and learn new words that help them express their ideas. For instance, staff ask children playing in the sand what this feels like and they tell staff it feels 'sticky and wet'. As a result, children are very well supported in becoming confident communicators. Staff bring counting and numbers into lots of activities. They ask children to help them count how many friends are present each day. Staff praise children as they start to mark out recognisable number shapes with their colourful chinks. Children start to show confidence in using numbers of personal significance in their play. For example, as they say 'I'm three now'. Staff use numbers well to identify a change in routine as they say 'one, two, three stop - it's time to tidy up for snack'. Children begin to group and match objects as they sort out some colourful toy bears with a friend. This effectively encourages children's interest in numbers and their understanding of early mathematical concepts. Consequently, staff provide a good variety of play experiences, which actively promote children's enjoyment and participation. In addition, this helps children start to gain the necessary interest required to develop their future learning from a young age.

Staff understand the process of completing the check for two-year-old children. They complete a summary of children's achievements in liaison with their parents and identify any areas to provide further support. This helps to monitor children's progress from a young age. Staff liaise with parents daily as they talk about their child's activities and achievements. Staff complete regular reviews of children's development with their parents and encourage their contributions of observations from home. This helps to promote continuity with children's learning, although systems of using information shared on their developmental abilities on entry are not fully established. This means initial planning is not securely focused on children's individual existing skills. Staff form regular systems of liaison with other agencies involved in children's care and learning. For instance, staff liaise with children's centre staff, visiting therapists and any other setting children attend. They share information on children's learning, which helps them provide a continuous approach to their development.

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

Children are happy and content in their play. Staff provide a very, welcoming, friendly approach and children respond easily to them. Children say they like it at nursery as they like their friends and enjoy playing outside. Staff provide a bright, inviting play environment, which children are keen to explore and they quickly settle to play. For example, children enjoy playing in the well-resourced role play area, where they like to make a 'cup of tea' for their friends. They find a toy calculator and bag and tell a friend that they are 'going to the shops to buy some food'. As a result, children develop their imagination very well as they have opportunities to act out their experiences. Staff organise space effectively to provide activities to support each area of children's learning. For instance, children sit quietly on a colourful rug playing with chunky, easy to hold sensory shape blocks. They smile as they look at their friends through the coloured, internal panes of these blocks. Children attempt to balance the square, triangle or rectangle blocks on top of each other. This actively encourages children's hand-eye coordination skills and their early awareness of mathematical concepts, such as shape, weight and size. Staff help children develop their awareness of safety through natural discussion and demonstration. For instance, they teach children to be careful as they gently remind them to use their 'walking feet' indoors. Children practise fire drills and wear high visibility jackets at their assembly point so they can be seen clearly. This helps children develop some sense of keeping themselves safe. However, consideration has not been given to involving children more in risk assessment processes to fully support their understanding of safety. For example, at times children pedal their ride on toys outside with great enthusiasm and staff do not always teach children to follow a safe pathway. Consequently, there are occasions when this has some impact on the safety of other children playing in the same areas. Staff actively raise children's awareness about healthy foods as they provide nutritious snacks, such as fresh fruits, yoghurts, beetroot, rice cakes or malt loaf. Staff support children in growing new potatoes and some mint, which they will later eat for a snack. In addition, staff plan activities based on a favourite story about exotic fruits and children enjoy tasting pineapple, guava and passion fruit. This effectively promotes children's understanding of foods that will help them grow healthy and strong. Children have free flow opportunities for the majority of the session, which means they benefit from regular exercise and playing out in the fresh air. In addition, staff plan exciting activities for children to climb, jump, roll and slide using the large soft play equipment. This provides children with good opportunities to develop their physical stamina, strength and coordination. Staff organise visits from the dentist who talks to children about ways of keeping their teeth clean. Staff teach children about the need to wash their hands to get rid of germs that make us unwell. For instance, after they have been playing outside and before eating their snack. As a result, children begin to learn positive hygiene routines that promote their independence skills and help them keep fit and well. Staff manage children's behaviour appropriately overall and praise them for using good manners or making positive choices in their actions. For example, staff say 'good decision' to children when they decide to put their books away so they can listen well in circle time. This actively boosts children's self-esteem and helps them gain confidence in managing their emotions. Consequently, staff effectively support children in gaining skills, which will help them as they move onto their next setting at school.

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

Management and staff have a good understanding of their responsibilities in meeting the requirements for the Early Years Foundation Stage. Clear operational policies and procedures are formed to promote the smooth running of the session and protect children's well-being. For example, effective recruitment procedures are followed to assess the suitability of staff. This includes the completion of relevant checks and references. In addition, management implement clear induction, supervision and appraisal systems, which effectively support staff in their roles. This actively helps staff to work well as a team and to promote their ongoing development. For instance, all staff complete core training, such as first aid, food hygiene and safeguarding. Staff show a sound awareness of safeguarding issues and understand the agreed procedures to follow any concern arising about a child. This helps to promote children's welfare. Risk assessments are completed and staff monitor children's ongoing safety through daily checks. There are buzzer and keypad security systems fitted at the main entrance to the centre and on the play room door. In addition, clear procedures are implemented to make sure children are only collected by those authorised to do so by parents. Consequently, staff monitor visitors to the premises effectively and children's security is clearly promoted. Staff regularly review the effectiveness of planned activities and identify any emerging gaps in children's learning through use of tracker systems. Consequently, staff implement sound procedures that help them continually monitor children's development towards the early learning goals. Management and staff also meet frequently to evaluate the overall provision and identify areas to develop. For instance, management identified the benefit of doing an audit of the strengths of their staff in order to use this expertise to further promote children's learning. This shows management and staff have a clearly positive attitude to evaluation, which actively supports their aims of making continual improvements. Parents spoken with at the inspection state staff keep them well-informed of their child's progress and they are encouraged to view their child's learning diaries. Parents state staff are very friendly and approachable and will always listen to any worries they have about their child. Consequently, children benefit from the positive partnerships staff form with their parents.

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	EY466202
Local authority	Bristol City
Inspection number	930852
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 3
Total number of places	12
Number of children on roll	12
Name of provider	Four Acres Primary School & Children's Centre Governing Body
Date of previous inspection	not applicable
Telephone number	01179 781028

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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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Piccadilly Gate
Store St
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M1 2WD

T: 0300 123 4234
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