

Southern Links Childrens Centre

BURNBUSH CHILDRENS CENTRE, Whittock Road, Bristol, BS14 8DQ

Inspection date

30/06/2014

Previous inspection date

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 work effectively as a team to provide children with a range of interesting and stimulating experiences based on children's interests. This promotes children's all-round development.
- Children have fun and enjoy their time at this welcoming nursery because they feel safe and secure. As a result, they are learning to become confident and show a strong motivation to learn.
- Children share warm and trusting relationships with staff, which supports children's physical and emotional well-being. Staff promote positive behaviour and help children to learn about boundaries. As a result, children are learning to play well together.
- Staff effectively promote children's language skills through clear reinforcement of their words and sounds.
- Partnerships with parents and other early years practitioners are strong. This leads to effective information sharing, which promotes a consistent approach to meeting children's individual needs.

It is not yet outstanding because

- Staff do not maximise all opportunities to promote further children's counting skills.
- Staff do not consistently involve children in the preparation of snack or encourage them to pour their own drinks to develop their self-care skills further.

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 spoke with the provider, early years teacher, staff and children at appropriate times throughout the inspection.
- The inspector observed staff interactions with children during activities inside and outside.
- The inspector carried out a joint observation with the Early Years Teacher.
- The inspector sampled a range of statutory documentation, policies and procedures, recruitment documentation, and children's developmental records.
- The inspector spoke with several parents to obtain their views.

Inspector

Karen Allen

Full report

Information about the setting

Southern Links Children's Centre nursery registered in 2014. It is run by the centre manager as part of Bristol City Council. The nursery is situated on the Stockwood site of Southern Links Children's Centre, one of three sites in south Bristol. The nursery is situated in the grounds of Burnbush Primary School and operates from a playroom with direct access to an enclosed outdoor area with a canopy, grass and hard standing.

It opens Monday to Thursday from 9am to 12 noon all year round. The nursery is on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. It also offers a breakfast club before school from 8am to 8.45am. There are currently nine children on roll aged from two years to three years. There are four members of staff working directly with children each day, two of whom hold recognised childcare qualifications at level 3. Two other staff are undertaking childcare qualifications at level 3. The staff team is supported by the children's centre lead teacher, who holds qualified teacher status, and the children's centre manager, who holds an appropriate qualification at level 7. The nursery is in receipt of funding for the provision of free early education for children aged two and three years.

What the setting needs to do to improve further

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

- enhance the mathematical programme by encouraging children to count and use number names during their self-chosen play activities

- maximise opportunities for children to become independent by fully promoting their self-care skills during snack time.

Inspection judgements

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

Children are making good progress at this nursery because staff provide all children with learning experiences that are based around their learning styles, interests and individual needs. Staff understand that children learn through their play and the daily routine has a good balance of child-led and adult-directed activities. Staff provide a good range of stimulating and fun activities for children which supports their learning across all areas. Staff liaise effectively with parents and carers during home visits to obtain useful information about children's individual needs to help them settle into the nursery. Staff make their own observations to complement parents' information to identify children's interests and starting points. This enables staff to organise children's favourite toys and

plan appealing activities for when children start. As a result, children quickly settle, feel secure and are motivated to play and learn.

Staff carry out ongoing observations of children's progress and use the information effectively to tailor planning and help each child move onto the next steps in their learning. Parents receive regular updates from the staff about their child's progress and staff organise formal meetings to discuss children's development records. Staff encourage parents to contribute to their child's learning by sharing information about their children's achievements at home. Staff discuss ideas on how parents can further support their child's learning at home. For example, staff provide strategies for potty training and for reducing the use of dummies to promote children's communication and language. Staff support parents to engage in meaningful play activities with their children during weekly family sessions. Adults and children have great fun as they participate in Forest School activities in the outdoor area, and explore a variety of instruments during music sessions. Staff have effective systems to complete the required progress check for two-year-old children working closely with parents to include them in the process. This strong partnership helps parents feel fully involved in their child's learning.

Overall, the quality of teaching is effective which means that children are making good progress in their learning and development. Staff help to promote children's communication skills during daily routines and activities as they use sign language and constantly talk to the children. Staff interact positively with children, introducing sounds for farm animals and modelling the correct names to build on children's vocabulary. Children thoroughly enjoy singing activities because staff let them choose toy animals from the song bag which they hold as they sing. Children move their bodies in time to the rhythm and join in with the animal sounds. Children are developing their imagination during role-play activities. They show care and kindness as they place dolls gently in a buggy to sleep and take them for a walk outside. Children find additional resources, such as dressing-up clothes and teapots and cups, to enhance their play. Staff provide porridge oats, bowls and spoons in a large tray outside and children are thoroughly engaged in their play. Staff foster children's imagination and challenge them appropriately as they support them to re-enact part of a popular fairy story. Staff sit with them to talk about what they are doing and ask open questions to make children think. For example, as children stir the porridge with spoons staff ask children to describe what they are doing. Children explore making marks as they draw patterns in oats with their fingers, and use their hands and brushes to investigate paint. Children are learning that print carries meaning as they recognise their named photograph card for self-registration. All children have access to a good range of easily accessible books and they enjoy sitting with staff to listen to a story about emotions. Staff use character voices to bring the story to life and point to the illustrations as they read. This supports children's early reading skills and promotes their understanding of feelings.

Children are active learners and move freely around the play areas, selecting toys and settling to play. They enjoy filling and emptying containers with sand and water using different size spoons and scoops. Staff talk alongside the children as they play, using mathematical language such as full and empty. This helps promote children's understanding of measure and capacity. Children are developing an awareness of

numbers as they join in with number rhymes and songs. However, at times staff do not make the most of opportunities to promote further children's early counting skills. For example, when children are snipping straws using scissors staff do not encourage children to count the straw pieces that they have cut. Staff support children to develop their technological awareness using a variety of equipment, such as voice recorders and remote-control toys. Staff notice when children show an interest in a laptop and effectively foster learning as they fetch tablet computers for the children to explore.

Staff provide many lovely activities for children to explore using their senses, such as flour and water mixture, play dough, compost and shaving foam. Children smile delightedly as they watch the coloured bubbles move up and down a sensory tube. Staff follow children's interests to extend this activity, putting bubble mixture into the water tray and providing bubble mixtures and wands for children to play with. Children show good hand-eye coordination as they put the bubble wand into the bubble mixture and blow through the eye of the wand. Staff encourage children to chase after the bubbles to gain balance and control of their bodies. Children learn to negotiate space as they work together to push a wooden trolley around the outdoor area. Staff promote children's critical thinking well. For example, they encourage children to work out for themselves how to position wooden planks and blocks when building an obstacle course and bridge. All children have fun as they learn together and are developing skills to help them play harmoniously together and build friendships.

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

Staff provide a welcoming and nurturing environment and are highly attentive and responsive to children. As a result, children are happy and gaining in confidence. Children benefit from the designated key-person and buddy system. Staff know each of the children's backgrounds and are gentle, kind, sensitive and responsive to their individual needs. This successfully promotes children's emotional well-being and children are building close attachments with all staff.

Staff are clear of their role to provide a safe and secure environment for children. They carry out risk assessments of the indoor and outdoor play areas to help identify and minimise any hazards to children. Visitors are required to sign into the nursery and can only gain access from staff. Consequently, there are effective security measures in place to help keep children safe. Staff teach children how to keep themselves safe. For example, they teach children how to use scissors safely and gently remind them that they need to be sitting down during cutting activities. They practise regular fire drills with the children so they are familiar with the procedures to follow in case of an emergency. Staff promote positive behaviour through good role modelling. They use a tambourine and lovely transition song effectively to help children become familiar with daily routines such as tidy-up time. They carefully explain to children how to use the sand timer to promote sharing and turn taking for the push-along toys. The genuine praise and encouragement children receive from staff boosts their self-esteem. Consequently, children are developing the ability to cooperate and negotiate with each other to maintain harmonious play.

Staff promote children's good health through effective daily hygiene routines and good care practices. Children know they need to wash their hands after messy play and before eating. Staff sit with children at snack time making it a social occasion as they talk with children to develop their social skills. Children benefit from healthy nutritious snacks, such as toast, bananas, satsumas and grapes. Staff ensure that any special dietary or individual needs are taken into account during snack time. Fresh drinking water is readily available to all children in sports bottles labelled with their photograph and name. This means that children can help themselves to a drink when they are thirsty. Staff give children appropriate responsibilities such as handing out the cups and bowls for their snack to further promote children's self-esteem. However, staff do not always involve children in preparation of snack, such as spreading butter on their toast, or encourage children to pour their own drinks to promote their self-care skills further.

Children benefit from fresh air and active play to promote their fitness and physical development on a daily basis. Children are able to move freely between the indoor playroom and the enclosed outdoor area throughout the session. This supports children's individual learning preferences and allows them to follow their interests. There is a good range of high quality resources available for children to play with indoors and outside. These are easily accessible to children and staff label them with pictures and words so that children can make independent choices in their play. This supports children effectively to become active learners and acquire skills to help them move onto their next stage in education, such as pre-school.

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

The management and staff have a secure understanding of the learning and development and safeguarding and welfare requirements of the Early Years Foundation Stage. They have a clear vision for the nursery which is to maximise outcomes for children and their families through the provision of good quality care and learning experiences. There are robust recruitment procedures in place to check that staff are suitable to work with children. All staff have a good knowledge and understanding of child protection issues. They are familiar with the possible signs and symptoms that indicate a child may be at risk of harm, and how to record and report any concerns they may have. They are also aware of the procedure to follow if they have concerns or receive allegations about a colleague's practice. Staff implement clear policies and procedures to safeguard children. Staff keep the main door secure with keypad entry system. Staff follow rigorous systems for the safe collection of children and admitting visitors to the nursery. Management store records securely to maintain confidentiality. This helps to promote children's welfare. Staff share policies and procedures with parents before children start at the nursery which ensure they are well informed of the nursery provision.

The enthusiastic management and staff team work very well together to provide consistency for children and to maximise their potential. Staff have a good understanding of their roles in supporting children's learning and development. They receive excellent

guidance and ongoing support from the lead teacher who oversees the assessment, planning and delivery of the educational programme. The lead teacher spends time in the nursery modelling best practice to support staff in their roles. She uses a comprehensive process, including the use of a software program, to monitor children's overall progress. This enables her to identify if there are any gaps in children's learning or in the educational programmes. An effective system of mentoring, supervision, training and cascading information during staff meetings supports staff's ongoing professional development. Management and staff successfully reflect on their practice. They regularly review activities and routines to identify ways they can make improvements to benefit children. This enables staff to support children well so that they can make good progress in their all-round learning and development. Management and staff gather the views of parents through regular discussions and they have plans to introduce questionnaires in the future. Staff gather the views of children through their ongoing observations of play and feedback via parents. The nursery has detailed action plans to help prioritise areas for further development. For example, parents are involved in a project to enhance the outdoor area further to provide children with richer learning experiences.

Parents and carers express their enthusiastic praise for the 'fantastic' staff who care for their children. They have complete trust and a high regard for the nursery team. Parents and carers speak highly of the family learning sessions each week. They have enjoyed preparing healthy wraps with their children and eating them together at the nursery. Parents and carers appreciate the guidance given during the 'I can' language workshop to help them support children's communication and language at home. They are amazed that they have learned first aid so that they know what to do when their children become ill or have an accident. Strong partnerships with parents, carers and others involved in children's care help staff to meet children's needs. Staff liaise closely with other professionals working with the children to provide continuity in supporting their care, learning and development.

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	EY470209
Local authority	Bristol City
Inspection number	953292
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	16
Number of children on roll	9
Name of provider	Bristol City Council
Date of previous inspection	not applicable
Telephone number	0117 3533503

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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
Manchester
M1 2WD

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