

Highbridge Childrens Centre

7 Coronation Road, Highbridge, Somerset, TA9 3JD

Inspection date

22/08/2014

Previous inspection date

12/08/2013

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

4

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

- The new management team has implemented good systems and practices to ensure there are now good outcomes for children.
- The key-person system effectively promotes children's well-being and safety so that children settle quickly, and are happy and emotionally secure.
- Staff organise the environment and resources well, which enables children to make independent choices and initiate their learning.
- Staff engage children in purposeful conversations, which extends their language and communication skills well.

It is not yet outstanding because

- Staff do not make full use of all opportunities to help children make predictions and then test out their ideas through practical experiences. Therefore, they do not consistently encourage them to solve problems.

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 in all rooms and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector checked safeguarding information and the premises.
- The inspector spoke to staff, children and parents present on the day of inspection, and took account of the setting's self-evaluation systems.
- 1The inspector sampled documentation, including policies and procedures, children's development records and planning.

Inspector

Elaine Douglas

Full report

Information about the setting

Highbridge Children's Centre Nursery is run by Somerset County Council and registered in 2004. It operates from Highbridge Children's Centre, a purpose-built building situated within the grounds of Churchfields School, in Highbridge, Somerset. The nursery is divided into three main areas; a baby room, a room for children aged between two and three years and a pre-school. In addition, the nursery has a sensory room, two kitchens, a sleep room, toilet facilities and a separate office. Each area includes direct access to its own secure outside play area. The enclosed garden at the front of the premises is used for planting and forest school activities. The nursery is open Monday to Friday, from 8am to 5.45pm, for 50 weeks of the year. The nursery is registered on the Early Years Register. There are currently 74 children on roll, all in the early years age range. The staff care for children with special educational needs and/or disabilities, and for children who are learning English as an additional language. The provider receives funding to provide free early education for children aged three and four years. There are 17 members of staff, two of whom hold Early Years Professional Status and one who holds an early years qualification at level 4. There are 10 staff with early years qualifications at level 3 and two have a qualification at level 2. They are supported by a qualified administrator.

What the setting needs to do to improve further

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

- make full use of children's play experiences and activities by encouraging them to solve problems through predicting and testing out their ideas.

Inspection judgements

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

Staff plan an effective environment, activities and experiences to cover all areas of development, and to ensure children have good learning experiences. They seek good information from parents about children's early interests, abilities and home languages. Then they carry out initial observations to get to know children before meeting with parents again to plan for children's next stages of learning. Staff share good information with parents so that they can support learning at home. Children learn through exploration and self-initiated experiences, as well as through challenging adult-led activities. Consequently, all children make good progress overall.

Staff provide effective support for children to make good progress in their key areas of development. This provides a firm foundation for the next stages of learning and prepares children well for school. Staff encourage children to talk about their actions, engage in conversations and listen to others. As a result, children are confident to ask questions and

attempt to explain the meaning of new vocabulary. For example, through children's fascination with butterflies, they have learnt about the meaning of cocoons and symmetry. Staff respond well to babies' communication, facial expressions and gestures. They use words with actions, providing context to their meaning. This input also effectively helps to develop the language abilities of children learning English as an additional language. Staff encourage children to be as independent as possible, which promotes their personal, social and emotional development. For example, older children served their snack and cleared their place afterwards, including washing up their crockery when they finished. Babies feed themselves, which also promotes their physical development, through promoting new skills.

Staff enable children to initiate their own learning through self-discovery and then extend children's ideas by making suggestions, and supporting them in taking their ideas further. For example, when two-year-old children decided to ride bicycles, staff made a roadway on the ground. Children suggested which way it should go, where to put a roundabout, zebra crossing and traffic lights. Children demonstrated that they understood that red means stop and green means go. Staff plan activities from children's interests, which motivates them to learn. For example, older children wanted to take part in making salt-dough current buns to use as props for their favourite rhyme. They used a recipe to check the quantities of ingredients, developing their abilities to pour, fill, count and follow instructions. Staff encouraged the children to recognise and describe what was happening to the ingredients each time they added something. However, staff do not consistently take every opportunity to encourage children to further explore. For example, they did not ask if they needed to add more water or flour to stop the mixture from being too sticky, or encourage them to find out more through trial and error. As a result, they do not fully encourage children to solve problems.

Children are fascinated by the natural world. For example, they noticed how the wind blew seeds in the air. They asked, 'How did the caterpillar get up there?' and also wanted to know how it would get down again. Staff respond well as they educate the children and play with them. As a result, children want to know more and enjoy their learning. Babies enjoy a range of sensory experiences, such as exploring jelly, shredded paper and metal items. They move confidently around the environment, in a range of ways, under close supervision so that they develop through appropriate challenges and risks.

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

The manager has changed the key-person system to ensure that every child always has a member of staff present who knows them very well. They make home visits and start to build strong relationships before children start at the nursery. As a result, children settle quickly, are happy and emotionally secure. Staff seek good information from parents at least once a term on what makes their child unique. This enables them to meet children's individual care routines effectively. For example, babies slept, ate and were changed according to their individual needs. Staff involve older children in creating rules and boundaries so that they feel valued and play cooperatively together. For example, children used an egg timer to share equipment, patiently waited for their turn and understood

when they needed to pass resources on. Staff implement good strategies for meeting the needs of children with special educational needs and/or disabilities. Children build good relationships with each other and learn about adult expectations, because staff praise them for being kind and taking care of the environment. Staff support children well in gradually getting to know their new key person, and the environment, when they change rooms. This is a gradual process until children feel secure with the changes. Staff have introduced holiday journals for children going on to school. This shows pictures of children in their uniforms and their achievements, such as writing their names. As a result, the children feel proud and parents receive up-to-date records of their child's development over the summer period. In addition, this means children look forward to going to school.

The new organisation of the environment enables children of all ages to feel secure and use a good range of resources appropriate to their stages of development. For example, babies crawled to the low-level shelves and enjoyed exploring the toys that interested them. Older children knew where to find the magnifying glasses to look in more detail at the creatures they found. Staff provide good resources during adult-led activities and ensure children have time to use them in their own way, which promotes their imaginations and spontaneous creativity. Staff make effective use of the outdoor areas, so that children who prefer to learn outside have experiences that promote all areas of their development. For example, children went on a number hunt in the garden and made up their own songs as they played the piano.

Staff follow good procedures to promote children's health and safety. They implemented good hygiene procedures when they were changing nappies, for example. All staff attend safeguarding training and the manager takes a lead role in ensuring staff understand what to do if they are concerned a child may be at risk. Staff also teach the children to develop good practices to keep themselves safe and healthy. For example, they ask them what they need to do when their noses run and children are able to help themselves to tissues. Older children choose when to have their snack and know to wash their hands first. They washed their hands using soap and placed the paper towels in the bin. They select their food from a range of healthy options and pour themselves milk or water. Children learn about safety through their daily experiences and play. For example, young children recognised that a zebra crossing is somewhere they can cross the road and, during play, they waited for those on bikes to stop to let them cross.

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

The new members of the management team have a good understanding of their responsibilities in meeting the requirements of the Early Years Foundation Stage. The manager prioritises children's safety and welfare, which promotes their well-being and enables children to learn. Staff deploy themselves well and communicate effectively, which helps to ensure that children receive good supervision and support in all areas. They maintain accurate registers of children's attendance, so that they know exactly how many children they are responsible for in an emergency. Staff use good risk assessments to identify potential hazards to children and take appropriate action to minimise them

while promoting children's independence. The manager has a good system to monitor children's development and ensure they receive any additional support so that they can reach their full potential. This includes ensuring parents receive a copy of the required progress check for two-year-old children.

Although the manager and deputy have only recently been permanently appointed they have already identified and implemented good priorities to bring about effective practices. As a result, they now promote good outcomes for children. For example, the manager has already improved the key-person system, the deployment of staff, the organisation of the environment and partnership with parents. These were all raised as weaknesses at the last inspection. They have revised the observation and planning systems, and have introduced parents' consultations from when children first start at the nursery. These meetings are ongoing to work in partnership to support children's care and learning. Staff respond well to the parents' wishes and gain children's feedback through observing, and listening to, them. The manager is currently looking at the best way to implement staff observing each other's practice in order for them to share good practice and learn from one another. Staff comment that the new procedures work much better for them and the children, enabling them to meet the needs of their key children far more effectively. Staff have regular supervision meetings and the manager mentors new staff. This ensures consistency in staff understanding their roles and responsibilities, and identifies any staff training or development needs.

The staff now have good partnerships with parents. Parents comment that staff are welcoming and informative, providing them with both written and verbal feedback. Parents have good opportunities to attend formal, and informal, meetings to discuss their child's progress and next stages of learning. In addition, they receive regular newsletters. The nursery displays the safeguarding procedures and information should parents wish to make a complaint. When children attend other early years settings, the staff organise dual-placement meetings to provide a consistent approach to children's learning and care. The special educational needs coordinator builds secure relationships with outside agencies and supports staff in planning effective care and learning. This input helps to ensure that 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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY274638
Local authority	Somerset
Inspection number	986322
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	72
Number of children on roll	74
Name of provider	Somerset County Council
Date of previous inspection	12/08/2013
Telephone number	01278 780665

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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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