

# Rosemary Nursery School & Children's Centre

Haviland House, Great Ann Street, St Judes, Bristol, BS2 0DT

<b>Inspection dates</b>	28–29 April 2015
<b>Previous inspection date</b>	Not previously inspected

<b>Overall effectiveness</b>	<b>This inspection:</b>	<b>Inadequate</b>	<b>4</b>
	<b>Previous inspection:</b>	Not previously inspected	
Access to services by young children and families		Inadequate	4
The quality of practice and services		Requires improvement	3
The effectiveness of leadership, governance and management		Requires improvement	3

## Summary of key findings for children and families

### This children's centre is inadequate.

- The centre and local authority have not developed methods to accurately record and monitor the engagement of priority groups with the centre.
- One third of two years old who are eligible for free early education are not accessing their free entitlement and less than one-third of children aged under two-years-old access a children's centre service.
- Systems to track how well parents get on when they access further learning opportunities are not yet in place. This means that leaders do not have a clear understanding of the progress parents are making towards achieving personal goals. Workless families do not make enough use of the services available to them at the centre.
- Checks made on the quality of the services are not well developed and, consequently, planned sessions are not always of good quality and do not fully meet the needs of the families. The centre does not collect enough evidence to show the impact it is having on improving the well-being of families.
- The local authority has not set sufficiently clear targets or challenged the centre's performance to help leaders know exactly how effectively priorities are being met and outcomes are improving.
- The safeguarding policy has not yet been updated to reflect recent changes to statutory guidance.

### This centre has the following strengths:

- Leaders have made swift progress in increasing the number of families registering for services since the centre opened a year ago.
- Breastfeeding rates are high and children's health is improving due to the centre's effective work with partners.
- Family support is of good quality. Parents who clearly benefit from the support provided say that 'staff treat you like royalty' and 'they go out of their way to help you'.
- Good use of specialist leaders of education contributes to children's improving achievement.

### What does the centre need to do to improve further?

- Ensure that information about children and families is correctly collected, recorded and used to analyse attendance by priority groups.
- Work with the local authority to ensure that most, if not all, eligible two-year-olds have access to good quality free early education. Whilst seeking to expand provision further, deliver appropriate community-based services for this priority group.
- Work with partners to increase the proportion of workless families accessing appropriate services so that the large majority improve their education, employability skills and economic well-being.
- Ensure all sessions are planned well and result in priority children making good progress. Develop a consistent approach to evaluating the impact of centre services.
- Establish regular monitoring by senior leaders, including the observation of sessions and services, to ensure that activities are of good quality and well attended by priority groups.
- With the local authority, develop a centre improvement plan which clearly sets out the key priorities, specific and measurable targets, together with the outcomes which the centre intends to meet. Ensure the plan is monitored rigorously by the local authority and the advisory board to help set a good pace to improvement.
- Review the safeguarding policy and procedures so that they reflect the most recent guidance and are in line with centre's e-safety policy.

### Information about this inspection

The inspection of this children's centre was carried out under Part 3A of the Childcare Act 2006 as amended by the Apprenticeships, Skills, Children and Learning Act 2009.

This inspection was carried out by two additional inspectors.

The inspectors held meetings with local authority officers, the headteacher/centre leader, the deputy headteacher of Rosemary Nursery School, an early help social worker, parents and staff. They also spoke with a health visitor by telephone.

The inspectors visited services delivered at a range of community venues including St Jude's Community Room, Easton Families Project, Lawrence Hill Centre and the New Street Centre.

They observed the centre's work, and looked at a range of relevant documentation including case files.

### Inspection team

Michael Blakey, Lead inspector

Additional inspector

Megan Dauksta

Additional inspector

## Full report

### Information about the centre

Rosemary Nursery School and Children's Centre opened in April 2014, following a review of services across Bristol. The nursery school, known as Rosemary Early Years Centre (URN 108898), has been in operation for 90 years. The school also provides early education for two-year-olds. The centre is managed by the governing body of the school on behalf of the local authority, which is also responsible for two-year-old provision under the same name on the same site (URN 963284). These are both subject to separate inspection arrangements, and reports can be found at <http://reports.ofsted.gov.uk>.

The headteacher of Rosemary Nursery School is also the children's centre manager. An advisory board assists with governance. Services provided include activities to promote early learning, family support, adult learning and parenting programmes, and opportunities for volunteering.

There are 620 children under the age of five years living in the area served by the centre. Most families are from a range of minority ethnic backgrounds, predominantly Black African and Somali. Approximately, three quarters of children speak English as an additional language. The centre serves an area with very high levels of social and economic disadvantage, with three of its communities amongst the top 1% deprived nationally. At least 40% of children live in homes where no one is in paid work. Most children start nursery with skills and abilities below those typical for their age.

Priority groups identified by the centre are: families expecting children; children under the age of two years; families who need support with the home learning environment; families at risk of breakdown; and children whose health and physical development are poor or at risk.

## Inspection judgements

### Access to services by young children and families

Inadequate

- Access to services is inadequate because not enough children and families use the centre, including those who may be less likely to do so. The centre, which opened just over a year ago, did not have a full complement of staff until September 2014. As a result, the range of services has been limited. Although the take up is improving, only a minority, and sometimes a small minority of children and families from some key priority groups have used the centre's services so far.
- The management information system is not used well by leaders or the advisory board to track the attendance of priority groups. Leaders recognise that important information about families has not been consistently recorded on registration forms in the past. Consequently, some attendances at activities have been missed and information on access rates is not reliable. Therefore, a true picture of the engagement of priority groups is not clear. Leaders recognise in their development plan that this hinders their work to evaluate how effective the centre is in meeting local needs.
- The centre has correctly identified families with children up to two years of age as a key priority group, particularly those living in the most disadvantaged areas and who are learning to speak English as an additional language. Services for this priority group are not well planned or attended. The centre's information shows that only 27% have accessed a service in the last year or so.
- The centre has also identified families expecting children as a group requiring early support. However, partnerships with midwives have not been developed and, as a result, this group is not well served. For example, only three expectant mothers attended the recent 'mellow bumps' class. The centre is not tracking access to services by these families closely enough.
- Approximately a third of eligible two-year-old children who live in the area served by the centre do not have access to good quality free early education because there are a lack of spaces. This is despite the positive steps taken by the children's centre, including doubling the number of places at the very good quality co-located two-year-old provision.
- the local authority provides information on the performance of other children's centres and this is

used to compare registration, access rates and trends over time. However, the lack of focus on priority groups in the data supplied is hindering the pace of improvement.

### **The quality of practice and services**

Requires improvement

- Not enough children and families from priority groups make regular use of children's centre services. There is an imbalance between services open to all families and those specifically which are planned to meet priority group needs. As a result, the impact of the centre's work on reducing inequalities requires improvement.
- Leaders and managers have not placed sufficient emphasis on checking on the quality of practice and services which is delivered. Day-to-day planning for activities is not sufficiently focused on improving outcomes for children and families, and the quality of practice is too variable. Although good practice exists in tracking the progress of children in the co-located two-year-old provision and nursery, this has not yet been extended to children's centre activities such as 'Stay and Play'.
- The centre provides support with parenting skills and helps non-English speakers to improve their communication skills, both of which enhance family life. However, leaders have not developed a comprehensive offer of services to meet the needs of the high number of families who are living in workless households. Links between adult learning and skills providers are not well enough developed.
- Information about childhood obesity rates shows levels above those seen nationally. The centre has correctly identified this as an area for focus and is promoting healthy living through gardening and Forest School activities..
- Centre staff jointly deliver a breastfeeding support group with health visitors at Bristol City Mission and provide information in a range of community languages. This approach is helping parents to better understand their responsibilities for their children's well-being. The proportion of mothers locally who sustain breastfeeding rates at six to eight weeks is very positive, and well above national levels.
- The Local Network Group, facilitated by the centre for practitioners working with children in the Early Years Foundation Stage, contributes well to helping promote best practice. Through centre initiatives, such as 'Being Two', specialist leaders of education are successfully aiding the learning and development of children.
- The proportion of Reception-age children in the local area achieving a good level of development is rising. Outcomes in 2014, although still below the national average for all children, were broadly in line with those achieved by children from similar backgrounds. This shows good progress from their below average starting points.
- Family support work is a strength of the centre and is built on the good practice of the nursery school with the addition of extra family support time. Strong links with the early help team and social care underpin the effective work to reduce the risk of harm to children. Case file reviews are helping to raise quality but the centre is yet to check the impact of its targeted support.
- Inspectors' discussions with parents demonstrate that parents feel well cared for and that the centre's guidance and support are greatly appreciated. Families who need support with the home learning environment, families at risk of breakdown, and children whose health and physical development are poor or at risk are typically well supported by the centre.

### **The effectiveness of leadership, governance and management**

Requires improvement

- The centre leader, who is also responsible for the co-located high quality nursery and two-year-old provision, is working effectively to build capacity to move this relatively newly opened children's centre forward. Following the slow start due to staffing issues, green shoots are emerging, which are clearly seen in the rising registration rates and increase in the proportion of children achieving well over time. The next step is to sharpen the targets and timelines in the action plan to ensure a

rapid pace to improvement.

- The local authority has provided support over the last twelve months, including regular visits from specialist leaders of education to help focus development on children's learning and development. However, the level of challenge provided by the link adviser has not been as effective. For example, the records of monitoring visits are incomplete and the focus on meeting priority group needs is not strong enough. Additional training and support to help leaders make better use of the management information system are already being addressed.
- The advisory board, which has been in place for a relatively short period of time, is generally well attended by an increasing range of partners. Currently there is no involvement of parents. The board is developing its support and challenge role. It is gathering information about what is happening in the centre and how effective it is in meeting local needs. For example, it has recently asked leaders to re-evaluate the range of services provided and prioritise resources more efficiently at improving the outcomes for priority groups.
- The centre provides a welcoming environment for parents and children. Financially it is well resourced, with a full complement of staff. However, these resources have not yet been used to good effect to ensure that the large majority of priority families are engaged and their needs are well met. This is particularly the case for parents expecting children and those with children up to the age of two.
- The centre's safeguarding policy, although reviewed annually, requires further revision to ensure it meets the most recent guidance. All staff receive the essential vetting and training to keep children safe, with regular review of serious cases to inform their practice. However, the recording of this training is not systematic or centrally held.
- In sessions observed by inspectors, mobile phones were used in direct contravention of the centre's own e-safety policy. Although photographs were not taken, and children were safe, this practice was not appropriately challenged. The centre does not make use of 'user-friendly' posters to ensure that families, particularly those with limited English language skills, know that mobile phone use is prohibited to help to safeguard children.
- The centre works effectively with children's social care to ensure that the vulnerable children who are known to the centre are effectively safeguarded. Good relationships exist between centre staff, health visitors and the early help social worker based in the locality. The referral system is rigorous; children who are subject to child protection plans or in need are well supported.
- Staff are well trained in a range of issues, including child protection matters, infant physical development and mental health. They are appropriately supervised to undertake the important and effective family support work.

**What inspection judgements mean**

<b>Grade</b>	<b>Judgement</b>	<b>Description</b>
Grade 1	Outstanding	Practice consistently reflects the highest aspirations for children and their families and, as a result, inequalities are reducing rapidly and gaps are closing.
Grade 2	Good	Practice enables most children and their families to access good quality services that improve children's wellbeing and achieve the stated outcomes for families.
Grade 3	Requires improvement	Performance is not as good as it might reasonably be expected to be in one or more key areas.
Grade 4	Inadequate	The needs of children and families in its area are not being met and/or the leaders and managers are not providing sufficient challenge to bring about improvement to the quality of services.

**Children's centre**

<b>Unique reference number</b>	23753
<b>Local authority</b>	Bristol
<b>Inspection number</b>	455031
<b>Managed by</b>	The governing body of Rosemary Nursery School and Children's Centre on behalf of the local authority.

<b>Approximate number of children under five in the reach area</b>	640
<b>Centre leader</b>	Toni Glazzard
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	0117 9031467
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