

Ilminster Avenue Specialist Nursery School and Children's Centre

Throgmorton Road, Knowle West, Bristol, BS4 1HR



Inspection date

2 June 2015

Previous inspection date

16 February 2011

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- There are strong care practices throughout the nursery. Staff are respectful and have a thorough knowledge of children's individual needs through their highly effective partnerships with parents and health and education specialists.
- Overall, the quality of teaching is good with some very strong aspects. Organisation of the welcoming group time for the youngest children is a particular strength. All children are valued and fully included. Staff promote children's communication skills effectively to support children's understanding and engagement.
- Leaders and managers use self-evaluation effectively to monitor the provision and identify key areas for improvement. They seek parents' views to drive improvement well, such as in the development of the outdoor learning environment.
- There are continuous training opportunities to support staff's professional development, which greatly improves the quality of teaching.
- There are improved planning and assessment arrangements. Staff now use their observations accurately to identify children's interests and next steps to influence future planning of stimulating experiences. This means all children make good progress from their starting points across the educational programme.

It is not yet outstanding because:

- Management does not always delegate tasks well enough to ensure staff are available to meet and greet parents and children on arrival when unexpected events occur which sometimes take key staff away from their roles.
- Staff do not always ensure that distractions, such as preparations for lunch, are limited in older children's group times to help them focus and encourage listening skills.

What the setting needs to do to improve further

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

- delegate roles and responsibilities more effectively at busy times so that staff can take charge when unexpected situations arise to better support parents and children
- improve the organisation of group times to avoid distractions and help children focus their attention .

Inspection activities

- The inspector observed children playing indoors and outdoors.
- The inspector spoke with the leadership team, staff, parents and children at convenient times during the inspection.
- The inspector completed two joint observations with the education lead.
- The inspector sampled documentation including self-evaluation, safeguarding procedures and learning diaries.

Inspector

Rachael Williams

Inspection findings

How well the early years provision meets the needs of the range of children who attend. This is good

Staff plan for children's individual learning well. They reflect on their practice effectively to ensure children are motivated to learn. Staff promote all children's communication and language skills effectively. They model language, repeat phrases to consolidate understanding and provide a clear commentary to children's actions to expand their vocabulary. Staff question children well, ensuring they give them time to process information and respond, such as during the welcome song and when exploring jelly. Recent training has developed these skills effectively and enriched children's experiences. Occasionally, staff do not ensure there is a calm and quiet environment without distractions. Children develop good physical skills such as threading pasta shapes and using tools purposefully to explore paint. Older children thoroughly enjoyed their time in the sensory room. Staff encouraged them to take turns as they explored and investigated the good range of resources. They posted balls through tunnels and operated the light and sound tubes, showing their good understanding of how their actions caused an effect.

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

Children build positive relationships with all staff, especially their key person. For example, children turn to familiar adults to seek reassurance when they are offered a turn to play 'what's in the bag?' Children are proud of their achievements and shout 'I did it', demonstrating good self-esteem. Children thrive in undertaking small tasks such as ringing the bell for tidy up time or helping their friends with their shoes. Staff redirect play well and provide clear explanations to develop children's understanding of safe practices. For example, staff reminded children not to eat the jelly and encouraged them to feed the plastic sea creatures. Staff introduce children to healthy lifestyles and offer regular opportunities to support their physical well-being. They have healthy snacks and meals which meet their dietary and development needs, and are developing independent skills.

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

Leaders and managers implement the Early Years Foundation Stage requirements well. Staff have a good knowledge of their responsibilities to safeguard children and work well in partnership with appropriate agencies. There are robust arrangements for recruiting and vetting staff. On occasion, management does not delegate tasks sufficiently to cover when unforeseen events occur. Parents are actively involved in their children's learning, contributing initial information and ongoing observations to learning diaries. The education lead effectively monitors children's progress to ensure there is a broad and balanced range of experiences. This means staff identify any gaps in learning and take prompt action to involve appropriate agencies to support children's progress.

Setting details

Unique reference number	EY416440
Local authority	Bristol City
Inspection number	832346
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 3
Total number of places	35
Number of children on roll	86
Name of provider	Bristol City Council
Date of previous inspection	16 February 2011
Telephone number	0117 9039781

Ilminster Avenue Specialist Nursery School and Children's Centre registered in 2010. It is situated in Knowle West, Bristol. It is open each weekday from 8am to 5.30pm for 48 weeks of the year. The setting supports children with special educational needs and/or disabilities and children learning English as an additional language. The setting receives funding for the provision of free early education for children aged two and three years. The headteacher holds an early years qualification at level 6 and she is supported by the childcare and family services' leader, deputy/lead teacher and deputy/inclusion leader all of whom hold early years qualifications at level 6. There are an additional 15 staff; one of whom has a level 5 qualification, one holds a level 4 qualification, 12 hold level 3 qualifications and one holds a level 2 qualification.

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