

# Early Years Bannerman Road

The Early Years Building, Bannerman Road, Easton, Bristol, BS5 0RR

<b>Inspection date</b>	28 July 2015
Previous inspection date	18 July 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Requires improvement</b>	<b>3</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Requires improvement	3
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		Requires improvement	3
The setting <b>does not meet legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision requires improvement. It is not yet good because:

- The leadership team has completed accurate self-evaluation and identified key areas for improvement; however, they have not effectively addressed these areas. This means that there are inconsistencies in staff practice, particularly in the teaching of communication and language skills for older children, and in the assessment and monitoring of children's progress.
- The leadership and staff team have not made sufficient improvements since the last inspection to address all the recommendations raised. They do not encourage all parents to provide consistent information about their children's learning at home, or seek feedback about the service provided to help them make improvements.
- Staff do not provide parents with information about how they can support their children's communication and language development at home.
- Staff do not always encourage older children to develop their independent and physical skills at snack time.

### **It has the following strengths**

- There are good opportunities for children to play outside and be active. They explore a wide range of equipment and activities to build their large and small muscle skills, learn safe practices and confidently take risks under the good support staff provide.
- Teaching by staff caring for the youngest children is good.
- Children form positive relationships with staff and have good self-esteem, which supports their emotional development well.
- There is strong partnership working to support children, especially those with special educational needs and/or disabilities, as they move on to the school's nursery.

## What the setting needs to do to improve further

### To meet the requirements of the Early Years Foundation Stage the provider must:

- implement the accurate action plan to address identified weaknesses in the inconsistencies in staff's practice, particularly to support older children's communication and language skills, and in assessing and monitoring children's progress
- work with parents so that they share information about their children's learning at home to influence future planning and to be involved in providing feedback to improve the provision.

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

- provide parents with information about how they can support their children's communication and language skills at home to promote a more consistent approach
- develop the opportunities for older children to improve their independent and physical skills during snack time.

### Inspection activities

- The inspector observed children playing indoors and outdoors.
- The inspector completed a joint observation with the childcare manager.
- The inspector spoke with staff, children and the leadership team at convenient times during the inspection. This included discussions on safeguarding practice and self-evaluation.
- The inspector sampled documentation including children's learning diaries and policies and procedures.

### Inspector

Rachael Williams

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This requires improvement**

Staff gain good information from parents when children first start. This helps them to plan initial activities and develop routines to help children settle. However, staff do not always encourage parents to continue sharing information to influence future planning. Staff make observations and identify children's next steps in learning; although there is inconsistency in how they assess and monitor children's progress. Older children thoroughly enjoy their time on the larger equipment. They develop good large motor skills because staff guide them to develop new skills, such as peddling a tricycle. Staff caring for the younger children interact well to help children investigate sound. They encourage them to listen to the differences in sounds and test ideas. They provide a good commentary to children's actions, using their training well, to support younger children's communication and language skills. However, much of the conversation with older children is one-sided. For example, at snack time, staff are too quick to answer their own questions and they ask questions that only require a single word answer.

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

Children make secure attachments with familiar staff. Younger children responded well and showed great excitement when staff engaged them in a game of peek-a-boo. Older children seek staff to share their triumphs, such as walking over the bridge. Staff invite younger children to be involved in small tasks, such as getting the milk ready for their snack. Younger children are aware of their own needs and sign 'more milk'. However, staff do not share the signs they use with the children with parents to encourage their use at home and boost their children's communication skills. Generally, children learn good independent skills, such as using handrails to pull themselves to standing to continue in their explorations. However, staff do not always encourage older children's skills at snack time. Staff celebrate children's achievements well, taking photographs of children trying new, healthy foods to share with parents. Care practices are of a high standard.

### **The effectiveness of the leadership and management of the early years provision requires improvement**

Although the leadership team has completed self-evaluation, they have not effectively actioned the identified improvements. This means that there are inconsistencies in staff practices so that older children are not fully supported to make good progress in their communication and language skills, and the monitoring of children's progress is not fully effective. Parents are not actively involved in providing feedback to help develop the provision further. There are secure procedures for recruiting suitably vetted and qualified staff. Leaders identify staff training needs through appropriate professional development. Staff have a good understanding of safeguarding arrangements and procedures to follow should they have any concerns.

## Setting details

<b>Unique reference number</b>	EY275107
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	986852
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	52
<b>Number of children on roll</b>	70
<b>Name of provider</b>	Bristol City Council
<b>Date of previous inspection</b>	18 July 2012
<b>Telephone number</b>	0117 903 0269

Early Years Bannerman Road registered in 2006. It is situated within the Early Years Building at Bannerman Road Academy and Children's Centre in Easton, Bristol. The nursery opens Monday to Friday from 8am to 5pm throughout the year, closing for a week at Christmas. The nursery offers support to children who have special educational needs and/or disabilities and to those children learning to speak English as an additional language. The nursery receives funding for the provision of free early education for children aged two. The childcare manager holds an early years qualification at level 6. She is supported by 12 staff; including a part-time qualified teacher, one staff member with Early Years Professional Status, one with a master's degree in early years, three staff with qualifications at level 6 and five members of staff with qualifications at level 3.

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