

# Little Rainbows at Henbury Court Children's Centre



Trevelyan Walk, Marmion Crescent, Henbury, Bristol, Avon, BS10 7NY

<b>Inspection date</b>	23 July 2015
Previous inspection date	5 October 2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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 <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- The leadership team is effective in driving improvement through an improvement plan that focuses on key areas for development.
- The manager's assessments monitor children's achievements carefully. Many children are progressing well from their starting points.
- Highly successful relationships with parents involve them in the work of the setting. Parents appreciate the good information they receive about their children's achievements. Staff give them good ideas on how to support their children at home .
- Good relationships with other professionals provide families with the support they need.
- Children play and learn in a secure environment. Staff have a good awareness of keeping them safe and understand how to recognise things that may give rise to concern. Managers have thorough systems for checking that staff are suitable to care for children.
- Children form good relationships with the adults who care for them each day and meet their individual needs.
- Children are learning to look after themselves and follow simple health routines. As a result, they are well prepared for the next stage of their education.

**It is not yet outstanding because:**

- Staff sometimes miss opportunities to extend children's communication skills.
- Observation of teaching does not always provide enough evidence to help managers plan carefully targeted training for individuals.

## What the setting needs to do to improve further

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

- ensure that staff use all opportunities to extend children's vocabulary and communication skills
- build on the system for monitoring teaching so that it provides evidence that contributes towards planning professional development for the individual.

### Inspection activities

- The inspector observed activities inside and outside, and the quality of teaching.
- The inspector held meetings with the centre director, the manager and staff at appropriate times during the inspection.
- The inspector carried out a joint observation of staff practice with the manager.
- The inspector looked at a wide variety of documentation, including children's assessment books and data, planning, policies and procedures, and evidence of the suitability and qualifications of staff.
- The inspector took into account the views of parents spoken to on the day.

### Inspector

Jennifer Cutler

## Inspection findings

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

There is a good routine to the day, which helps children feel secure. Staff plan activities based on the children's interests, and the environment supports play and learning. Children make good progress in relation to their starting points, especially in social skills. A strong emphasis on outside play promotes good physical development. Digging in the 'mud kitchen' encourages children to explore and investigate, and to develop their knowledge and understanding of the world. For example, children were fascinated to find worms in the earth. However, staff do not always seize upon every situation to develop and extend children's vocabulary and communication skills. Collections of children's work, assessments of progress and a diary of the year's activities show that staff have a secure understanding of how young children learn and develop.

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

The key-person system is well established and children play and explore with growing confidence. They form strong relationships with adults and feel safe and secure. Staff have a good understanding of the children's needs and interests, and they plan activities that support their personal and social skills. Consequently, children share, work together in small groups and learn to treat one another kindly. Staff are good role models and quickly diffuse any disputes. Children enjoy snack time immensely and understand simple health routines, such as hand washing before eating. Those with additional needs are well catered for, and good links with other agencies support their move to the next stage in their learning.

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

The leadership team is well aware of its responsibility in relation to child protection. For example, a safeguarding action plan is in place, and recruitment procedures have been reviewed to ensure that staff are suitable to work with children. The manager's rigorous assessments of children's achievements are effective in providing information to staff and the local authority. The impact of this can be seen in the detailed information adults have about the progress that individual children make, and the opportunities on offer for children's learning and development. The strong links with families are impressive. Good working relationships with parents and other professionals ensure that parents receive the support they need. Staff have access to a full programme of training courses to increase their expertise and the manager monitors teaching regularly. However, observations do not always identify specific areas for improvement and further training that are helpful to individuals, for example, developing expertise in promoting children's communication skills.

## Setting details

<b>Unique reference number</b>	EY365164
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	827806
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	54
<b>Number of children on roll</b>	47
<b>Name of provider</b>	Brentry & Henbury Children's Centre
<b>Date of previous inspection</b>	5 October 2010
<b>Telephone number</b>	0117 3534479

Henbury Court opened in 2008 and is a satellite provision of Brentry and Henbury Children's Centre in Bristol. It operates from separate accommodation within Henbury Court Primary School in Bristol and is open between 8.30am and 4pm all year round. The centre also offers family services, training and creche facilities. The centre employs 17 staff, 15 of whom hold relevant early years qualifications. One member of staff holds Early Years Professional Status, one holds Qualified Teacher Status, and 13 staff hold qualifications at level 2 or above. The setting receives funding for the provision of free early education for two- and three-year-olds.

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