

# Four Acres Primary School & Children's Centre

Four Acres Primary School, Four Acres, BRISTOL, BS13 8RB



## Inspection date

Previous inspection date

10 August 2015

22 March 2010

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

## Summary of key findings for parents

### This provision is good

- There is strong teaching throughout the nursery. This is particularly evident in the focused interactions that support children's communication and language skills. Staff have attended key training to support children in this area and shared their skills to enable consistent practice to prepare children well for their next steps.
- The key-person system works well. Staff have a good knowledge of the children due to their home visits and effective partnerships with parents. This ensures that information is regularly shared and that parents are fully involved in their children's learning. Consequently, children make secure attachments with familiar adults.
- Management prioritise safeguarding. They ensure staff have an effective knowledge of how to respond to concerns about a child. There are strong links with key agencies, which enables them to share information consistently, to protect children.
- Assessments of children's progress are precise. Staff have a good knowledge of children's next steps and promote their learning well. The management team monitor and review children's progress regularly, ensuring that staff address any gaps in children's learning promptly and seek appropriate outside support. This ensures that all children make good progress in their learning and development.

### It is not yet outstanding because:

- Although staff use good strategies to encourage turn-taking, they do not always offer quieter children the opportunity to participate in small group discussions.
- Staff in the Butterfly room do not always extend children's physical and independent skills at snack time.

## **What the setting needs to do to improve further**

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

- develop group times further to offer quieter children the opportunity to share their ideas and experiences
- improve opportunities for children, particularly in the Butterfly room, to develop their small muscle skills and independence.

## **Inspection activities**

- The inspector observed children playing inside and outdoors.
- The inspector spoke with the leadership team and staff at convenient times during the inspection.
- The inspector completed two joint observations with the Childcare Manager.
- The inspector considered the written views of parents and those spoken to on the day of inspection.
- The inspector sampled a range of documentation including learning diaries, self-evaluation 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 is good**

Staff use their early years qualifications well to plan an exciting range of experiences that consider children's next steps and interests. Staff make good use of spontaneous events to encourage children's curiosity, such as adding paint to puddles after a heavy downpour. Children used brushes to explore and make marks, developing their early writing skills. Children are motivated to learn. They showed a keen interest in stories and staff invited their ideas through effective questioning. Staff prepare children well for their move to other early years settings. For example, a well-thought-out alphabet frieze helps children make connections between letters and sounds. Staff help children solve problems. For example, children negotiated where to sit using positional language well. There was a good balance between helping children as they created with play dough and encouraging their independence. Staff questioned children well, helping them to make improvements, develop new skills and describe the process. This prepares them well for future learning.

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

Calm staff and their consistent strategies help children understand expectations and build friendships. Staff supported children well, encouraging them to take turns, explaining that it is their turn to speak when they are holding the toy spider. Children used language well, for example, describing the spider as being 'stretchy like a balloon'. However, staff did not encourage quieter, less confident children to have a turn. Staff provide clear explanations to help children's understanding of safe practices, such as the possible consequences of sucking a cardigan button. Children learn to assess risk for themselves, such as when they jump along the wet stepping stones. Children are aware of their own needs. They used a 'then and now' visual timeline to tell staff they are hungry and understand it is nearly time for snack. Staff provide healthy snacks. In the Butterfly room, children are not always encouraged to develop their physical and independent skills at snack time, for example, by spreading toppings on their crackers. Care practices effectively support children's individual needs.

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

There are robust recruitment, vetting, and induction arrangements to ensure the suitability of staff. Leaders monitor staff's performance well through supervision and observations to support consistent practice and identify training needs. They know their setting well and use self-evaluation productively to drive improvement. Through discussions with staff and parent feedback, they identify key actions for improvement, such as developing the outdoor provision further. Parents report positively on the good communication, support and advice they receive to help them promote their children's learning and health at home.

## Setting details

<b>Unique reference number</b>	EY394980
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	838372
<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>	32
<b>Number of children on roll</b>	96
<b>Name of provider</b>	Four Acres Primary School & Children's Centre Governing Body
<b>Date of previous inspection</b>	22 March 2010
<b>Telephone number</b>	01179030474

Four Acres Primary School and Children's Centre is a local authority nursery, which registered in 2009. It operates from Four Acres Primary School in Withywood, Bristol. The nursery is open from 8am to 5pm, 51 weeks a year. The setting supports children with special educational needs and/or disabilities. The nursery is in receipt of funding for free early education for children aged two and three years. The childcare manager, who holds an early years qualification at level 5, is supported by a lead teacher with Early Years Professional Status, six staff with early years qualifications at level 3 and a staff member with an early years qualification at level 2.

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