

Brentry & Henbury Children's Centre



Brentry Primary School, Brentry Lane, Henbury, Bristol, BS10 6RG

Inspection date

29 July 2015

Previous inspection date

12 December 2011

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

Summary of key findings for parents

This provision is good

- Children progress well from their starting points on entry. Staff are highly qualified and knowledgeable about how children learn. This enables them to clearly identify children's individual needs and interests and meet them well.
- Children relish outdoor play. They grow in confidence as they explore and investigate the world around them. For example, children show great excitement as they find insects hiding under logs.
- Children demonstrate that they feel safe, secure and comfortable in their surroundings. They benefit from a welcoming environment and the caring approach of all the staff. As a result, children form close attachments with their key person and settle quickly into the setting.
- The strong team of staff work closely with parents and other professionals. Detailed information is shared regularly with all adults involved with the children, which enables them to provide good support for children's learning and development.

It is not yet outstanding because:

- Although all children receive good attention throughout the day, staff sometimes focus on the more vocal children during group activities. This means that quiet, less confident children do not always join in as fully as possible.
- During meal times staff are not consistent in their approach in promoting children's independence. Some staff encourage children to serve themselves, while other staff serve the older and more able children.

What the setting needs to do to improve further

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

- extend further opportunities and encouragement for less confident children to take a full and active part in activities
- ensure all staff have a consistent approach, in particular during meal times, when promoting children's independence skills.

Inspection activities

- The inspector observed activities and staff interactions with children in all rooms and the outside learning environment.
- The inspector had discussions with the staff and children at appropriate times during the inspection and took account of the views of parents and carers.
- The inspector conducted a joint observation with the Acting Centre Manager. She held meetings with the Acting Centre Manager, Curriculum Lead and Daycare Manager.
- The inspector checked the evidence of staff suitability to work with children and their qualifications and looked at the provider's self-evaluation and improvement plan.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, and recruitment and staff supervision procedures.

Inspector

Hilary Tierney

Inspection findings

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

Staff promote children's communication skills well. They use clear speech and activities to support children's emerging language skills. Sign language is used to help those children who are unable to vocalise their needs. Children have easy access to books and enjoy listening to stories. Children really enjoy helping to recall stories with staff. For example, children are enthralled and join in confidently as a member of staff tells a story using pictures that have been drawn on a large piece of paper on the floor. Staff support children's personal and social skills well. They remind them to be kind to their friends. Staff offer lots of praise and encouragement when children achieve, to encourage them. Staff prepare children extremely well for school or their next stage of learning.

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

Children are happy, confident and obviously enjoy their time at the setting. Very good settling-in processes help children settle quickly into the environment. Staff support their key children very well and form close attachments, which contributes to children feeling safe in the environment. Staff promote good personal hygiene practices and are good role models. Children are independent and enjoy carrying out tasks for themselves, such as pouring drinks and buttering crackers. Children have easy and regular access to a well-resourced outside learning environment where they are able to take calculated risks and explore. For example, children enjoy climbing and walking over slopes and logs, and riding bikes over bridges. This helps to develop their physical skills well. Children are well behaved and understand the rules of the setting. Children learn about taking turns and sharing through clear explanations from staff as they play.

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

Staff work well as a team and demonstrate a good capacity to reflect on, and continually improve, the quality of their service. They use their qualifications and knowledge of how children learn to help them progress. Detailed observations, assessments and evaluations of activities help staff to provide challenging, interesting activities for the children. Training needs are identified through regular monitoring and evaluation of staff practice. The importance of training is clearly recognised and contributes to high quality teaching that helps to promote good outcomes for children. Robust recruitment and induction procedures are now in place. These help to ensure that all staff are suitable to work with children. Staff are very clear about safeguarding procedures and know what to do if they have child protection concerns. There are good partnerships with parents and other early years professionals. The detailed information shared with parents enables them to support their child's learning at home.

Setting details

Unique reference number	EY273368
Local authority	Bristol City
Inspection number	826720
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	106
Number of children on roll	166
Name of provider	Brentry & Henbury Children's Centre
Date of previous inspection	12 December 2011
Telephone number	0117 959 3800

Brentry and Henbury Children's Centre registered in 2006. It opens Monday to Thursdays from 8am to 5.30pm and on Fridays from 8am to 3.45pm, all year round. The centre receives funding to provide free early years education for children aged two, three and four years. It supports a number of children with special educational needs and/or disabilities, and those learning English as an additional language. There is a team of 47 staff, including the acting centre manager. Three staff members hold relevant qualifications at level 7 and, of the remaining staff, 39 hold qualifications between level 2 and level 6.

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