

Knowle West Children's Centre



Knowle West Children's Centre, Leinster Avenue, BRISTOL, BS4 1NN

Inspection date	6 October 2015
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Babies settle extremely well into the setting because staff are highly skilled at helping them to form strong attachments to the adults who care for them.
- Staff are highly responsive to the needs of the babies they care for and quickly recognise cues that suggest that they are, for example, tired or hungry. Babies snuggle closely to staff who offer them excellent levels of comfort and emotional security.
- Staff make regular observations of the children in their care and have a good understanding of what they are interested in. They use this information well to plan an exciting and challenging learning environment which ensures children make good progress.
- Staff are provided with good support to develop their skills and expertise. They work well together on research projects which help them to gain a deeper understanding of the quality of what they offer to parents and their children.

It is not yet outstanding because:

- When children first start staff do not always collect information from parents in enough detail to help them build a picture of what their child can already do.
- Systems for leaders to closely check the progress made by children are developing and are not yet consistently implemented by all staff.

What the setting needs to do to improve further

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

- strengthen the information gained from parents when children first start at the setting so that it includes a clear picture of what they can already do. Ensure information shared by parents is used consistently to inform on-going assessment of children's progress and achievements
- ensure the system for tracking the progress children are making is used consistently and use the information it provides to develop a more secure picture of the progress all children, including groups, are making.

Inspection activities

- The inspector observed the quality of teaching and its impact on children's learning, both indoors and outside.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the head teacher and members of the senior leadership team.
- The inspector looked at a range of documentation, including records of the progress children have made, the setting's self-evaluation and improvement plan and evidence of suitability of staff working in the pre-school.
- The inspector spoke with staff and children at suitable times throughout the inspection.
- The inspector spoke to a number of parents and took account of their views.

Inspector

Jane Burchall HMI

Inspection findings

Effectiveness of the leadership and management is good

Leaders and managers communicate high expectations to all staff. They have a good understanding of what the nursery does well and where it may benefit from further development. Leaders monitor the quality of teaching regularly and encourage staff to access training and gain further qualifications so that teaching continually improves. For example, training has enhanced how staff support the emotional development of the babies. Arrangements for safeguarding are effective. Staff are well trained, they have a good understanding of how to protect the children in their care, and are vigilant about monitoring children's attendance. Leaders have a good understanding of the potential safeguarding issues which feature in their community and ensure staff have access to specific training to equip them to deal with these.

Quality of teaching, learning and assessment is good

Staff have a very good understanding of how babies learn. They place a strong focus on supporting children's progress in key areas of learning. Through sensitive interactions they demonstrate how to communicate and support children's growing language skills and their increasing vocabulary. Staff provide parents with information about what their child is learning at the setting. Regular discussions and access to their learning journey results in parents feeling well-informed. Opportunities are provided for parents to share the progress their child makes at home and staff are making increased use of this to help them identify babies' achievements and next steps in their learning.

Personal development, behaviour and welfare are outstanding

On arrival each day babies happily separate from their parents as they feel safe and secure and enjoy coming to the setting. Babies very quickly develop high levels of confidence so that they are able to explore and learn independently, knowing they can return to their key person for reassurance when needed. Even at this young age they are learning how to show care and concern for their friends; they offer comfort to others who are upset or hurt and learn about what makes them happy or sad. Babies settle very easily into the nursery as parents are able to spend as much time staying in the setting as needed when they first start attending. Staff take time to replicate routines from home as they, for example, sing babies their favourite songs when changing their nappies. As they get older, babies are given opportunities to visit their older peers and this, alongside good communication between staff, means that children are extremely well supported as they move through the nursery.

Outcomes for children are good

Babies make good progress during their time in the setting. They are well supported by staff to become independent learners who are keen to take part in activities. They eagerly have a go at exploring the texture of cornflour, watching as it changes from a liquid to a solid. They enjoy spending time experimenting with cereal biscuits and oats, finding out what they taste like and how they feel, crunching them in their hands. They delight at looking at books and experiment making sounds with a range of musical instruments.

Setting details

Unique reference number	EY367570
Local authority	Bristol City
Inspection number	1026407
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Age range of children	0 - 2
Total number of places	9
Number of children on roll	23
Name of provider	Knowle West Children's Centre Governing Body
Date of previous inspection	Not applicable
Telephone number	0117 9030214

Knowle West Children's Centre opened in 2008 and is managed by the governing body. It provides care for children aged from birth to two years. The centre opens five days a week, all year round, from 8am to 5.30pm. There are four members of staff employed to work with the children. Of these, one has Early Years Professional Status and one has Qualified Teacher Status. The other two staff have relevant early years qualifications at level 3.

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