

# Compass Point: South Street School and Children's Centre

South Street, Bedminster, Bristol, BS3 3AU



<b>Inspection date</b>	20 December 2016
Previous inspection date	30 January 2014

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- All children's make good progress. Managers use additional funding well to support children's individual needs, including those who speak English as an additional language. Staff provide learning opportunities which are well planned with each child's needs in mind.
- Staff and managers use tracking effectively to monitor the progress of individual and groups of children. Staff observe children and plan for their progress, they quickly identify any gaps in learning and help children catch up.
- Managers and staff develop effective relationships with parents and other early years professionals. Communication is strong and helps children experience continuity in their care and learning.
- The manager effectively monitors staff performance and supports their development well. For example, she identifies training that is directly influenced by children's needs.

### It is not yet outstanding because:

- Some elements of the routine are not planned as well as possible, to engage children's interests and children sometimes become unsettled when waiting between activities.
- At times, staff do not recognise opportunities that arise to fully extend and support children's early writing skills.

## What the setting needs to do to improve further

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

- review the organisation of changes to some routines so that children remain settled and engaged
- make the best use of all opportunities to support and extend children's early writing skills.

### Inspection activities

- The inspector observed staff interactions with children across the setting.
- The inspector looked at documentation, including children's learning records.
- The inspector conducted a joint observation and had a leadership and management meeting with the manager.
- The inspector spoke with children and took the views of parents into consideration.

### Inspector

Angela Cogan

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. Managers and staff have attended training to keep their knowledge up to date. They understand safeguarding procedures and child protection issues. Managers effectively evaluate the nursery and make well-considered changes that have a direct and positive impact on children's experiences. For example, staff have focused on using all play opportunities to improve children's mathematical thinking. Managers and staff work well with other professionals and settings to ensure children's individual learning needs are met. This is particularly effective for children with special educational needs and/or disabilities. Managers and staff work well together and are a strong and dedicated team.

### Quality of teaching, learning and assessment is good

Staff's interactions with children are good. They use their experience and qualifications well to help children make progress. The learning environment is stimulating with interesting resources, such as a light box, glitter and coloured sand. Children explore and investigate these with enthusiasm. They play with confidence and improve their physical skills with lots of fresh air and exercise. For example, children climb down a muddy ditch and pull themselves out using ropes. Staff are good at encouraging children to develop their own ideas and designs. For example, children make pictures with a variety of interesting materials and are free to express themselves. Staff help children develop a love of nature. For example, children look closely at worms and listen carefully as staff explain the needs of living things.

### Personal development, behaviour and welfare are good

Children are kind, considerate and behave well. Staff build firm emotional bonds with their key children and this helps children feel confident and happy. Children are well cared for, and staff listen and act on their wishes. For example, staff join in when children ask them what they would like for Christmas. Children learn about diversity, such as when they talk about family customs and traditions. Staff have a good understanding of child development and this helps them plan carefully with each child's needs and interests in mind.

### Outcomes for children are good

Children are keen to take part in everything on offer. They have growing levels of independence, which will help them as they move on to school. For example, children help at meal times and learn to serve their own food. Children confidently use their imagination as they play. They develop a good understanding of mathematics, for instance, they count accurately and solve simple problem when dividing up fruit for snack time.

## Setting details

<b>Unique reference number</b>	107045
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	1068366
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 4
<b>Total number of places</b>	66
<b>Number of children on roll</b>	78
<b>Name of registered person</b>	Bristol City Council
<b>Registered person unique reference number</b>	RP526904
<b>Date of previous inspection</b>	30 January 2014
<b>Telephone number</b>	0117 903 9941

Compass Point: South Street School and Children's Centre nursery registered in 1998. It is an integrated part of the Compass Point site in Bedminster, Bristol and includes South Street Primary School. The nursery opens Monday to Friday from 8am to 6pm, for most of the year, except for bank holidays, staff training days and a week over Christmas. There are 22 members of staff who work with children. Two members of staff hold qualified teacher status and 15 other staff hold childcare qualifications at level 3 or above.

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