

Winterbourne Early Years Centre At St Michaels



St. Michaels Primary School, Bristol BS36 1LG

Inspection date	3 October 2018
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
Effectiveness of 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

The provision is good

- Managers monitor the provision well. They use feedback from children, staff and parents to enhance the play environment and to help new children settle well.
- Managers encourage staff to develop skills and knowledge about how children learn. Recent training has supported staff to be more responsive to children's changing needs and interests. They plan effective next steps and adapt activities well. Children make good progress in their learning.
- Key persons build strong relationships with parents and other professionals. They use different systems, including those online, to share information well in ways that support children's development and help their move on to school. Children benefit from consistent experiences and are well prepared for moving on in their learning.
- Staff provide an exciting and stimulating environment, with plenty of readily accessible play materials. They encourage children to take turns and share toys. Children cooperate well in games and play.

It is not yet outstanding because:

- Staff do not always fully support children's chosen play, but sometimes interrupt their focus by directing the activity in which they are engaged.
- Staff do not consistently provide clear messages or use strategies in ways that extend children's communication and understanding, to enhance their learning and development.

What the setting needs to do to improve further

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

- support staff to recognise when to allow children to choose how they would like to do activities and make decisions about how they wish to learn
- help staff to provide clear messages and use strategies in ways that extend children's communication and understanding.

Inspection activities

- The inspector observed the quality of teaching indoors and outdoors, and talked to staff and children at appropriate times.
- The inspector took into account the views of parents spoken to on the day of the inspection and through responses to questionnaires.
- The inspector carried out a joint evaluation of children's learning with the centre manager and deputy.
- The inspector had a leadership and management meeting with the manager and deputy.
- The inspector looked at samples of paperwork, including safeguarding records, staff qualifications, accident and medication records, policies and procedures, and children's online and paper records.

Inspector

Anita McKelvey

Inspection findings

Effectiveness of leadership and management is good

Managers and staff are keen to improve the setting and experiences for children. For example, they noticed that children enjoyed playing outdoors, so they discussed with the children what they like to do and play when outside. Managers provided training for staff, purchased text books and obtained funding to enable them to buy new resources to enhance the outdoor play space and learning. Children love exploring the natural materials, building dens and going on bug hunts. Staff help children to recognise risks, understand their own strengths and support them to make decisions in ways that keep them safe. Staff know what to do in the event of concerns about children's welfare. Safeguarding is effective.

Quality of teaching, learning and assessment is good

Staff make accurate assessments of children's needs. They rapidly notice when children require additional help and seek advice and support for them. All children are developing well and achieving. Staff encourage children's imagination well. For instance, they fix together twigs and leaves making 'witches brooms', which then turn into 'paintbrushes'. Staff help children's understanding of mathematics develop. For example, they count and match plates and cups to the number of children at snack time, and compare heights of towers made from blocks, saying which is bigger. Children listen well at story time. Staff encourage their curiosity by asking questions and getting children to predict what might happen next.

Personal development, behaviour and welfare are good

Staff support children's behaviour well. For example, they reward children with stickers when they share the dough, and encourage them to use words not actions when they want toys from other children. Children show care and consideration. They comfort others when they are upset, inviting them to come and play. Staff prepare children well for the move on to school. For example, they visit the Reception class to meet the teacher and children, join in with play times, attend assemblies and eat lunch in the school hall.

Outcomes for children are good

Children are keen to explore the play spaces indoors and outdoors. They play well together, creating homes for the dinosaurs and bridges to reach the tree-house doors with the wooden blocks. Children develop role play with staff and use their imagination as they bring them pretend pizza and a cup of tea for a snack. Outdoors, children develop physical skills and manage risks well as they work out how to climb onto the log and walk along it, then jump off the end. Children show good independence skills and an understanding about healthy choices. For instance, they open packets in lunch boxes, ask for help if they need it and know to eat sandwiches first.

Setting details

Unique reference number	EY537415
Local authority	South Gloucestershire
Inspection number	10076802
Type of provision	Full day care
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childcare on non-domestic premises
Age range of children	3 - 4
Total number of places	16
Number of children on roll	11
Name of registered person	Winterbourne Early Years Centre Committee
Registered person unique reference number	RP902171
Date of previous inspection	Not applicable
Telephone number	01454 773781

Winterbourne Early Years Centre at St Michaels registered in August 2016. The setting offers care from 9am to 3pm on Monday to Wednesday, during term time only. There are three members of staff, two of whom work with the children all the time. The centre manager holds early years professional status and the other two members of staff hold appropriate qualifications at level 3. The setting receives funding to provide free early education for children aged two, three and four years.

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