

Inspection of Brentry and Henbury Children's Centre

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

Inspection date: 13 February 2020

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous
inspection Good

What is it like to attend this early years setting?

The provision is good

Children are happy, safe and settled in the welcoming and nurturing environment. Strong attachments are evident between staff and children. Children arrive excitedly and greet their key person and other staff. Staff get to know children and their families well through an effective and well-established key-person system. They gather valuable information about children's individuality. For example, staff conduct home visits and complete 'All about me' booklets. Staff use this information to inform planning and to efficiently identify next steps in children's learning.

Managers are passionate about inclusive care and education. They continually reflect on the environment to help meet all children's needs effectively, particularly children with special educational needs and/or disabilities (SEND). Staff have high expectations of all children. They use additional funding effectively to provide appropriate and targeted support for children, to ensure their best outcomes. For example, newly introduced woodwork sessions teach children how to safely use real tools to help build confidence and a 'can-do' attitude to learning.

The well thought out rooms and outdoor areas stimulate children's curiosity and challenge their learning. Children are eager to play and behave very well together. Outside, children can access different surface textures such as bark, wood and sand. This helps motivate them to explore using their senses. Parents speak highly of the nursery. They generally feel well informed and are very happy with the progress their children make. In particular, they feel involved in their child's learning. They enjoy looking at pictures, observations and assessments on their child's online learning journal and have opportunities to comment and contribute.

What does the early years setting do well and what does it need to do better?

- Managers are dedicated and lead their team well. Overall, they provide good coaching and support for staff. However, they have not yet developed methods to help staff raise the quality of their teaching to a consistently high level.
- Strong partnerships between staff, parents, the on-site family-support unit and external agencies benefit children and families very well. As a result, all children including those with SEND, and those in receipt of additional funding make rapid progress from their starting points, which ensures their best outcomes.
- The well-being of staff is of utmost importance to the supportive managers and they recognise the link between this and the quality of care for children. Planned team-building and welfare days help the staff team to relax and bond. Managers take time to express personal thanks for recognised hard work and staff are nominated for professional achievements. As a result, staff report that they feel very well supported and valued, and that they are happy in their work.

- Staff continually reflect on the learning environment for children. They closely observe children at play and respond to their interests. For example, observations showed that toddlers like to climb inside the sand tray as well as dig and pour the sand. Staff added an additional, larger sand tray to enable the children to explore the sand using their whole body movement and maximise the sensory experience.
- Staff teach children to manage their own personal needs independently. For example, with encouragement and guidance from staff, children learn to carry out tasks for themselves, such as fastening their own coats and putting on their shoes.
- Staff follow children's interests and they ensure children lead their play. Staff skilfully expand and extend children's communication and personal, social and emotional skills, through effective questioning and commenting during their chosen play. However, there is scope to broaden children's learning opportunities with mathematics, particularly for older children.
- Children benefit from healthy snacks and nutritious meals, follow robust hygiene routines and have plenty of opportunities to be physically active. Staff also work closely with parents on healthy diets for children. They share guidance with them for healthy packed lunches and create informative displays to highlight issues such as hidden salt and sugar content in some foods.
- Children learn about the natural world in meaningful ways. For example, the resident chickens provide an interesting and effective learning opportunity that captivates children's curiosity as they learn about where eggs come from. Children have the opportunity to be 'hands-on' as they help to collect the eggs and also care for the chickens as they bathe them.

Safeguarding

The arrangements for safeguarding are effective.

Staff are aware of their responsibilities to protect children in their care from harm. They undertake regular safeguarding training, can recognise the signs and symptoms of when a child may be at risk and know the reporting procedures to follow if they are concerned about the welfare of a child. They also have awareness of the wider safeguarding issues such as radicalisation. Staff are aware of the whistle-blowing policy and what to do if they become concerned about the conduct of a colleague. Managers act with professionalism and integrity in the event of any safeguarding concerns raised. They implement and follow robust and thorough procedures. Managers work closely with the relevant external agencies, act on advice and conduct full and detailed investigations. Managers consider the safety of children to be paramount and this is placed at the heart of every decision they make.

What does the setting need to do to improve?

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

- strengthen the monitoring of staff practice to raise the quality of teaching to a consistently high level
- further develop opportunities for children's learning, particularly mathematics for older children, to prepare them for school.

Setting details

Unique reference number	EY273368
Local authority	Bristol City of
Inspection number	10061778
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 to 4
Total number of places	103
Number of children on roll	193
Name of registered person	Brentry and Henbury Childrens Centre Limited
Registered person unique reference number	RP910333
Telephone number	0117 959 3800
Date of previous inspection	29 July 2015

Information about this early years setting

Brentry and Henbury Children's Centre registered in 2006. It opens Mondays to Thursdays from 8am to 5.30pm and on Fridays from 8am to 5pm, all year round. The centre receives funding to provide free early years education for children aged two, three and four years. There is a team of 64 staff, including the centre director. One member of staff has a level 7 qualification and, of the remaining staff, 44 hold qualifications between level 2 and level 6.

Information about this inspection

Inspectors

Michelle Grayling
Rachael Williams

Inspection activities

- The inspectors observed the children at play both indoors and outdoors.
- The inspectors spoke to parents and considered their views.
- A range of documentation was sampled by the inspectors, including safeguarding procedures and the suitability of staff.
- Managers showed inspectors around the nursery. They discussed how they organise the environment and how they plan the learning experiences on offer.
- A joint observation was conducted between an inspector and manager, and together they evaluated the effectiveness of teaching.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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