

Inspection of Southmead Children's Centre

Doncaster Road, BRISTOL BS10 5PW

Inspection date: 16 September 2021

Overall effectiveness	Inadequate
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Inadequate
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Leadership and management	Inadequate
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Overall effectiveness at previous inspection	Not applicable
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What is it like to attend this early years setting?

The provision is inadequate

Weaknesses in leadership and management compromise the safety of children. The provider has not followed the correct procedures to report and investigate a safeguarding issue. In addition, they have not supported staff to recognise and understand significant safeguarding incidents.

Children enjoy their time at the setting and are motivated to learn. They enjoy a varied curriculum because staff tailor activities towards their interests and extend their learning. Younger children develop their listening skills as staff read favourite stories to them. Older children develop mathematical skills when staff teach them the names of the shapes they use when building structures. Staff have high expectations of children's learning and development. All children, including those with special educational needs and/or disabilities, make good progress. Those in receipt of additional funding benefit from effective allocation of funds by leaders. For example, leaders purchase specialist resources to support children's individual needs. Children's behaviour is good. Staff are good role models. They take swift action and use a consistent approach to any behavioural incidents if they arise. This helps children to develop a sense of right and wrong.

During the COVID-19 (coronavirus) pandemic, staff supported children's learning when they could not attend the setting. For example, they created craft activity packs for the children to use at home. The manager delivered the activity packs to them to help support their play and learning.

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

- Safeguarding practice is poor. Leaders do not ensure the ongoing suitability of staff. Following a safeguarding incident where a child was left outside unsupervised for a long period of time, leaders did not hold staff accountable or monitor their ongoing performance. While leaders have taken steps to ensure children are now adequately supervised, they do not ensure staff are clear on their responsibility to safeguard children. Although staff attend training, they do not recognise or understand safeguarding issues as they arise.
- Leaders do not follow the necessary procedures in the event of an allegation being made against a member of staff. They failed to notify the Local Authority Designated Officer and Ofsted of the safeguarding incident as required.
- Parents comment positively on the good progress their children make in their learning. However, staff fail to inform parents of incidents involving their children. As a result, parents do not have full and relevant information about their child's day and are unable to assess the impact incidents may have on their children.
- Children are well supported by staff to develop good communication and

language skills. Staff skilfully interact with children and use effective techniques to extend their language and vocabulary. For example, staff narrate and name objects alongside children as they play. This helps children to learn new words and phrases. Staff repeat and add to the words children say, expanding their vocabulary even further. Staff use sign language with all children, to reinforce their understanding of what is being said.

- Staff carefully plan and sequence learning. They link activities with the children's ages and stages of development. For example, they identify suitable 'books of the month' to focus on with children at group times. Children become very familiar with these stories. Younger children listen to stories with repeated phrases to build vocabulary. They gain new knowledge, such as animal names and noises. Older children listen to stories that introduce new and more complex words. These include positional language, such as over and under. Staff build on what children know and can do to help them make good progress, ready for the next stage in learning.
- Staff teach children useful life skills for the future, such as how to adopt a healthy lifestyle. They provide children with opportunities to grow, learn about, and eat fruit and vegetables as part of a 'children's kitchen project'. As a result, children are increasing the amount of fruit and vegetables in their diet. The positive impact is evident as children frequently ask for 'more vegetables' at lunchtime. Staff teach children good hygiene routines, such as independently washing their hands before eating, and sing songs about brushing teeth. This helps children to learn healthy habits for the future, including the importance of oral hygiene.

Safeguarding

The arrangements for safeguarding are not effective.

The provider has failed to recognise the importance of a significant safeguarding incident. They have not followed the correct reporting procedures or taken the appropriate action. This includes neglecting to inform the relevant authorities and parents. This means children are not adequately safeguarded. Staff undertake regular safeguarding training to help them recognise the signs and symptoms of when a child may be at risk of abuse. Staff also demonstrate their knowledge of wider safeguarding issues. These include how children and families may become influenced by extreme or radical views.

What does the setting need to do to improve?

The provision is inadequate and Ofsted intends to take enforcement action.

We will issue a Welfare Requirements Notice requiring the provider to:

	Due date
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improve leaders' and staff's knowledge of safeguarding issues so they are able to understand and identify safeguarding concerns	27/09/2021
implement the allegations management procedure by informing the Local Authority Designated Officer and Ofsted of concerns about adults working with children	27/09/2021
ensure appropriate supervision and monitoring are put in place to support continuous improvement	27/09/2021
improve partnerships with parents by ensuring parents are informed of serious incidents involving their child.	27/09/2021

Setting details

Unique reference number	EY555145
Local authority	Bristol City of
Inspection number	10205365
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	1 to 4
Total number of places	28
Number of children on roll	62
Name of registered person	Bristol City Council
Registered person unique reference number	RP526904
Telephone number	0117 377 2343
Date of previous inspection	Not applicable

Information about this early years setting

Southmead Children's Centre registered in 2017. The setting offers care from 8am to 4.30pm Monday to Friday, all year round. It employs 10 members of staff. Of these, three hold qualified teacher status and seven hold appropriate childcare qualifications at level 3. The setting receives funding for the provision of free early years education for children aged two, three and four years.

Information about this inspection

Inspectors

Michelle Grayling
Champa Miah

Inspection activities

- This inspection was carried out as a result of a risk assessment, following information received about the provider.
- This was the first inspection the setting received since the COVID-19 (coronavirus) pandemic began. The inspectors discussed the impact of the pandemic with the provider and have taken that into account in their evaluation of the setting.
- The inspectors held discussions with staff and management, and scrutinised a range of documentation. This included safeguarding policies and procedures, information on the suitability of staff, staff recruitment, induction and supervision records.
- The manager and senior staff member took one of the inspectors on a learning walk around the premises to discuss how the early years provision and curriculum are organised.
- The manager and one of the inspectors conducted an observation of staff's practice and evaluated the quality 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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