

Inspection of Brentry and Henbury Children's Centre

Brentry & Henbury Children's Centre, Brentry Lane, Brentry, Bristol BS10 6RG

Inspection date:

2 November 2021

Overall effectiveness

Requires improvement

The quality of education

Requires improvement

Behaviour and attitudes

Requires improvement

Personal development

Requires improvement

Leadership and management

Requires improvement

Overall effectiveness at previous
inspection

Good

What is it like to attend this early years setting?

The provision requires improvement

Children are welcomed by friendly and attentive staff as they arrive eager for their day to begin. Children show high levels of confidence and have formed close relationships with the adults who care for them. Staff work closely with families to support children to settle and feel secure at the nursery.

Children listen and respond well to instructions. Staff develop children's understanding of boundaries and encourage them to behave well during their play. For example, they sensitively support children to take turns and share the resources.

Staff provide very good support for children who have special educational needs and/or disabilities, and this is a key strength of the nursery. The special educational needs coordinator is extremely dedicated and knowledgeable in her role. She works closely with a dedicated staff team to implement strategies to support children and their families. However, the quality of teaching is inconsistent within the nursery. On occasions, staff miss opportunities to extend children's play and learning to a high level. They do not always recognise when children have finished with the activities and resources on offer. As a result, some children become disengaged in their learning and wander around.

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

- The management team reflects on the quality of the provision and provides staff with regular supervision meetings to identify and target any areas for improvement. However, management does not monitor staff's use of risk assessments closely enough. For example, although arrangements are in place for staff to complete daily checks on the indoor and outdoor environment before children access the equipment and resources, at times, staff fail to spot all potential hazards to children.
- The management team has high expectations for what they want children at the nursery to achieve. They recognised the need to promote children's personal, social and emotional development more, due to the impact of the COVID-19 pandemic. They have provided training to support staff's knowledge and understanding of how children's emotions may impact on their learning and behaviour. Leaders have also created cosy areas within the nursery rooms to support children to feel secure.
- Staff do not always embed management's aspirations for the curriculum into practice. For instance, while staff teach children about some cultural festivals throughout the year, children do not learn and develop a rich understanding of the diverse cultures within their community. In addition, staff do not always use effective strategies to fully support those children whose home language is not

English to value and use their home languages, to help them understand what makes them unique.

- Staff support children's communication, language and literacy skills well overall. For example, they provide children with different coloured pom-poms to shake while they sing a variety of nursery rhymes. Children giggle together as they sing some of their favourite songs. Children enjoy sitting with staff to read stories and look at different books.
- Children benefit from the healthy, home-cooked meals, which include a range of fruit and vegetables. Staff are good role models and support children's social skills. For example, they sit with children during mealtimes and provide them with lots of encouragement and praise to promote their independence.
- Children have ample opportunities to develop their physical skills and get lots of fresh air and exercise in the garden area. Young children make the most of their outside space to persevere with their new-found walking skills. Older children have fun running, balancing and exploring. Managers use additional funding to support those children from disadvantaged backgrounds. For instance, they implement specialist outdoor sessions, such as forest school and woodwork, to extend children's experiences.
- Managers and staff are extremely dedicated to supporting children and their families. They work hard to ensure families receive extensive support from the on-site family support unit and other professionals to help them with any issues they may be facing. Parents speak highly about the level of support they receive from the nursery. Staff make effective use of electronic communications to share information with parents about their child's learning and development.

Safeguarding

The arrangements for safeguarding are effective.

The management team uses robust recruitment processes to ensure staff are suitable to work with children. The designated safeguarding leads and staff are committed to supporting children's welfare. They know how to recognise the signs of abuse or neglect and have a competent understanding of wider safeguarding issues. They are confident about the procedures to follow should they have any concerns about a child or an adult working on the premises.

What does the setting need to do to improve?

To meet the requirements of the early years foundation stage and Childcare Register the provider must:

	Due date
ensure staff implement effective risk assessments to identify and minimise any potential hazards for children	10/11/2021

ensure the educational programme includes activities and experiences that help children to value their home language and teach children about difference and diversity in the world around them	04/01/2022
provide staff with effective support and coaching to help them plan and implement activities to ensure children's learning and engagement is consistently high, to enable all children to make the best possible progress.	04/01/2022

Setting details

Unique reference number	EY273368
Local authority	Bristol City of
Inspection number	10209658
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 at time of inspection	0 to 4
Total number of places	103
Number of children on roll	180
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	13 February 2020

Information about this early years setting

Brentry and Henbury Children's Centre registered in 2006. It opens Mondays to Fridays, from 8am to 5.30pm, all year round. The centre receives funding to provide free early years education for children aged two, three and four years. The full day care setting employs a team of 38 staff, including the centre director. Three members of staff hold a level 6 qualification and, of the remaining staff, 26 hold qualifications between level 2 and level 5.

Information about this inspection

Inspectors

Terri Breakwell
Karen Allen

Inspection activities

- This was the first routine inspection the setting received since the COVID-19 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 management team explained the nursery curriculum during a learning walk with the inspectors.
- An inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- An inspector conducted a joint observation with a manager, and together they evaluated the effectiveness of teaching.
- The inspectors talked to staff at appropriate times during the inspection to find out their understanding of the curriculum, how they support children's learning and their understanding of their responsibilities to support children's learning.
- The management team and an inspector held a meeting together. The inspector looked at a sample of documents, including evidence of staff's suitability and safeguarding procedures.
- The inspectors spoke to parents and considered their views.

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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