

Inspection of Southmead Children's Centre

Doncaster Road, BRISTOL BS10 5PW

Inspection date: 1 February 2022

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Inadequate
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What is it like to attend this early years setting?

The provision is good

Children are warmly greeted as they excitedly attend this setting. On the way to their rooms, they have access to resources designed to promote their curiosity, such as exploration of natural resources and dual-language books. This supports children to begin their learning as they wait to enter their rooms.

Staff are kind and nurturing towards children. They build good relationships, which helps children to settle quickly. Children thoroughly enjoy their time at the setting as they engage in fun activities with their friends and staff. On occasions when children become upset, they seek out staff to comfort them.

The manager and staff strive to make the setting inclusive for all the children who attend. They carefully consider the resources and activities on offer to make it accessible for all, while ensuring that the most-able children continue to be challenged. For example, the large water play area has a higher and lower water tray. This enables all children to reach.

Staff skilfully follow children's interests to progress their development. For instance, children express interest in healthcare professionals, so staff provide them with resources to play 'doctors and nurses'. Staff use the activities to engage children in meaningful play.

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

- The manager and staff provide a well-designed curriculum based on children's individual needs and interests. They monitor their curriculum closely to ensure that they fill any gaps in children's experiences. This helps children to make progress in all areas of learning. For example, mathematics was identified as an area for improvement. Leaders took swift action, including extra staff training to provide children with more opportunities in this area. As a result, children generally make good progress in mathematics.
- Staff model language through conversation, stories and nursery rhymes. They use simple and repetitive language to help children practise their communication skills. Children enjoy singing sessions and listen well as they join in with the actions. Story time is interactive. Staff use props to engage children and maintain their interest. They use Makaton to support communication in children with speech and language delays. This is embedded in their daily routine.
- Lunchtime is a sociable time of day. Children chat happily with each other and with adults. Staff engage children in conversation and use the opportunity to learn about their experiences. They support children to think about the world. For example, where apples come from and the different coloured apples. Occasionally, staff miss the opportunity to promote children's independence at

mealtimes. For instance, encouraging children to pour their own drinks or put their plates away.

- Staff capably manage children's behaviour. They understand the children's needs, including those with special educational needs and/or disabilities (SEND). When children display undesirable behaviour, staff skilfully distract them with an activity of their interest.
- Children are kind and caring towards their friends and staff. However, staff do not consistently teach children to use good manners. For example, saying 'please' and 'thank you'.
- Staff engage in child-led role play and extend children's understanding of the world. During water play, children make tea. Staff ask questions such as 'How do you make tea?' and 'What do we need to make tea?'. Staff teach children to be careful as tea is hot.
- Parents are very complimentary about the setting. They comment positively about how happy and excited their children are to attend. Parents receive ample communication from staff about their children's day and overall development. They feel well supported by staff.
- Children with SEND, and those who receive additional funding, are well supported. The manager and staff work closely with parents to put individual plans in place. Where necessary, children with SEND receive high levels of attention and support. The management team makes effective use of funding to support individual children. For example, children who enjoy outdoor play benefit from a wide variety of resources in the outdoor area, to progress their learning.

Safeguarding

The arrangements for safeguarding are effective.

Members of the management team have made significant improvements in this area. They ensure that staff receive regular safeguarding training, and check their understanding of child protection procedures. This is evident as staff are confident in the steps to take if they have concerns about a child, or an adult who is working with children. Members of the management team ensure staff carry out thorough risk assessments in all areas of the setting, to minimise the risk to children. They also ensure the suitability of the staff team by carrying out in-depth suitability checks when employing new staff.

What does the setting need to do to improve?

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

- provide more opportunities for children to develop their levels of independence
- consistently encourage children to develop good manners.

Setting details

Unique reference number	EY555145
Local authority	Bristol City of
Inspection number	10210024
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	68
Name of registered person	Bristol City Council
Registered person unique reference number	RP526904
Telephone number	0117 377 2343
Date of previous inspection	16 September 2021

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 12 members of staff. Of these, four hold qualified teacher status and eight 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

Inspector

Champa Miah

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children communicated with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector looked at relevant documentation during the inspection.

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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