

# Inspection of Easton Community Children's Centre

Russell Town Avenue, Bristol BS5 9JF

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Inspection date: 20 July 2022

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

### **The provision is good**

Children are greeted warmly by staff and respond positively to their nurturing attention. Some children who have been absent for periods are upset when they arrive, they happily go for cuddles with staff, who are very attentive to them and they quickly settle. Children are eager to join in and quickly choose what they want to play with from the wide variety of activities available to them. Staff know children well and consider children's backgrounds and experiences when planning the curriculum. Children make good progress from their starting points and have a positive attitude towards learning.

Children move around the well-organised outside areas and rooms safely and with confidence. They understand the setting's rules. For example, when staff indicate it is time for breaks or lunch, children know to tidy up and wash their hands. Children concentrate well and persevere. With staff support they practise new skills, such as how to fly a paper airplane successfully. Children show deep engagement levels with their chosen activities. For example, young children use a magnifying glass to find bugs, talk to staff about what they have found and continue to observe them as they move around the garden area. Children have many opportunities for physical play. They enjoy playing with their friends as they run around, ride bikes, balance on obstacles and play chase games.

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

- The leaders have a strong commitment to ensuring children know they are valued. For example, they have recently researched and purchased a range of sunhats that can be worn by children with all types of hair styles.
- Children develop knowledge and understanding of the world around them and respect for each other. Each month, staff choose a global issue and/or cultural celebration and share this with all children. For example, they introduce babies to new food, young children hear stories and older children explore in deeper detail and display their art and craft creations around the local area.
- All children listen well. They show they are familiar with rhymes, songs, and stories, joining in with the words and actions enthusiastically.
- The staff help children to develop a strong sense of belonging. For example, babies excitedly point to images of children and their families as they recognise them in a book and older children share information about their families as they point to photos on display.
- Children learn about sharing and taking turns and show kindness towards others. For example, when one child is resting they move to make space for another child to join them.
- Staff promote children's language as they play. For example, they talk to the children constantly throughout the day and use repetition to support children to

learn unfamiliar words. Occasionally, staff ask too many questions while children are playing and do not give them enough time to answer.

- Leaders have high expectations for every child, including those with additional funding and special educational needs and/or disabilities. They work well with parents and external agencies, using recommendations and strategies provided to support each child.
- Partnership with parents is strong. Parents speak highly of the centre and the information they receive about their children daily, including the ideas for things they can do at home to support their children.
- Staff use observations and assessment of children and provide a wide variety of experiences to help children progress in their learning. However, at times, some older children are not engaged, and their learning is not supported effectively.
- Leaders value all staff and think carefully about how to support them. For example, they include bank staff in training opportunities. They plan social events to help staff get to know each other. Staff morale is high. They work well as a team and speak respectfully to each other. Children learn from these positive interactions how to interact with their peers.
- Arrangements for children to move from room to room, as they get older, are very successful and children settle quickly. For example, staff will accompany children to the new room on a few visits prior to the move and also after the move.
- Staff support children to develop deep engagement in their chosen play. For example, when children indicate they want to build a waterfall they use challenging questions that encourage children to explore how this can be created.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and staff demonstrate a shared understanding of their roles and responsibilities in keeping children safe. The director ensures that staff receive regular training about child protection and safeguarding issues. All staff have a knowledge of the signs of abuse and are clear about the procedures they must follow to report concerns. Secure procedures are in place to assist staff to act on any concerns, including making prompt contact with the relevant professionals and keeping important records. The manager has a safe recruitment procedure in place and checks the suitability of new staff and the ongoing suitability of existing staff.

## **What does the setting need to do to improve?**

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

- provide older children with the time to process their thoughts and respond to questions

- help staff to review the effectiveness of activities and resources to ensure they meet the learning needs of all children.

## Setting details

<b>Unique reference number</b>	106942
<b>Local authority</b>	Bristol City of
<b>Inspection number</b>	10216345
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Full day care
<b>Age range of children at time of inspection</b>	1 to 4
<b>Total number of places</b>	81
<b>Number of children on roll</b>	118
<b>Name of registered person</b>	Easton Community Childrens Centre Limited
<b>Registered person unique reference number</b>	RP517697
<b>Telephone number</b>	0117 939 2550
<b>Date of previous inspection</b>	10 August 2016

## Information about this early years setting

Easton Community Children's Centre registered in 1996. It is located in Easton, Bristol. The centre is open each weekday from 8am to 6pm all year round. The centre employs 36 members of staff. Of these 18 staff hold appropriate early years qualifications. Six members of staff are qualified to degree level. Funded early years education is provided for children aged two, three and four years.

## Information about this inspection

### Inspector

Lin Harvey

### Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- One joint observation was carried out by the inspector and the director.
- The inspector held discussions with staff, children and parents at appropriate times during the inspection.
- A meeting was held between the inspector, the director and the centre manager.

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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