

Inspection of Avonmouth Children's Centre

AVONMOUTH CHILDRENS CENTRE, Catherine Street, Bristol BS11 9LG

Inspection date: 23 February 2023

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	Good
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What is it like to attend this early years setting?

The provision is good

Staff welcome children warmly into the children's centre. They provide a variety of exciting activities to entice children in their play and help them to settle quickly. Staff plan activities based on new resources and children's interests and celebrations. For example, staff set out a selection of beautiful, handmade baby doll outfits that have been donated for children to use with the dolls. These immediately capture children's attention. They carefully dress the dolls in the outfits. They talk with staff about the different clothes and identify the colours and dinosaurs on the doll's coat.

Staff working with the children know them well. They quickly identify when children may need extra support. They discuss with parents how best to help children achieve well. They seek advice from other professionals and put in place individual learning plans to ensure that children make the best possible progress.

Leaders and managers reflect on the practice and care they provide. They seek the views of staff, children and parents and implement changes to enhance the quality of education for all children. They share regular information with parents about what children do and learn. Parents comment that they feel their children receive good-quality care and education and make good progress in their learning.

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

- Staff focus on children's speech and language. They support all children, including those with special educational needs and/or disabilities (SEND) or those who are learning to speak English as an additional language, to extend their vocabulary and understanding. Staff use signs and gestures as well as words in English and children's home languages when talking with the children. Children eagerly copy sounds or words and continue trying to express their ideas.
- Leaders and managers monitor staff to make sure they know and understand their roles and responsibilities. They encourage staff to continue their professional development. Staff share ideas from training to build on children's learning and development. For example, staff have put up a ball hoop and net for the children to practise their physical skills, which they learned about in training. Children excitedly throw balls through the net. They take turns with friends and celebrate when they succeed in getting the ball through the hoop.
- Staff interact well with the children. They ask questions, pose challenges and encourage children to keep trying. Staff notice the louder, more boisterous children and encourage them to cooperate as they join in with activities. However, staff miss the quieter children and do not include them as well as they could.

- Indoors, children sit with staff and attempt to write their names on chalkboards. Staff encourage children to find the card with their name on. Staff praise children when they recognise their own names, those of their friends or letters within their names. They model writing the letters and encourage children to have a go. Children are learning letter sounds, recognising words and attempting to write.
- Staff help children to manage their feelings and emotions. For example, when children push others, as they want the same ride-on toy, staff use a sand timer to help children know when they need to let their friends have a turn. At other times, such as large-group time or when there are changes to the routine, staff do not notice children's frustrations. They do not act quickly enough to support children to understand when they need to listen or stop interrupting others so that all children can learn and develop well.
- Staff build on children's experiences and teach them about their community and the wider world. Staff organise outings for children and families by train to the nearby beach to explore nature. They take children on walks around the local area, teaching children about road safety. They visit the local library and have 'core books' in the setting to stimulate children's love of stories and books.
- Children learn about healthy food choices. They cook with a local chef, who comes in and makes different dishes with the children. Recipes and food are shared with parents to make at home. Children plant and grow fruit and vegetables for use in their cooking lessons. They know that food gives them energy and keeps them fit and well.

Safeguarding

The arrangements for safeguarding are effective.

Staff know and understand potential signs that may mean a child is at risk of harm. They know how and to whom to refer any concerns about the welfare of children or allegations about staff. Leaders and managers reflect on practice and make changes to keep children safe. Reviews of first-aid procedures ensure that staff follow the correct protocols for managing and recording accidents. Staff carry out risk assessments of the areas used by the children, indoors and outdoors. They identify potential hazards and make sure these are either eliminated or minimised.

What does the setting need to do to improve?

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

- ensure that staff take notice of and include quieter children better to build on what they know and can do
- make sure staff act quicker during group times or when the routine changes to remind children to listen or let others have a turn so all children can learn and develop well.

Setting details

Unique reference number	EY493284
Local authority	Bristol City of
Inspection number	10277825
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	0 to 4
Total number of places	16
Number of children on roll	23
Name of registered person	Bristol City Council
Registered person unique reference number	RP909343
Telephone number	0117 9030271
Date of previous inspection	15 January 2018

Information about this early years setting

Avonmouth Children's Centre registered in 2015. It is operated by Bristol City Council. The children's centre is situated in the Avonmouth area of Bristol. It offers care from 9am to 3.30pm, Monday to Friday, term time only. The setting employs six staff, one of whom holds qualified teacher status, one holds an appropriate childcare qualification at level 4, three hold appropriate childcare qualifications at level 3 and one holds an appropriate childcare qualification at level 2. The children's centre is in receipt of funding to provide free early education for children aged two, three and four years.

Information about this inspection

Inspector
Anita McKelvey

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.
- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- Children communicated with the inspector during the inspection.
- The special educational needs coordinator spoke to the inspector about how they support children with SEND.
- The inspector carried out a joint observation of a communication and language activity with the manager.
- Parents shared their views of the setting with the inspector.
- Leaders and managers provided the inspector with a sample of key documentation on request.

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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