

Rosemary Early Years Centre

Inspection report

Unique Reference Number	108898
Local Authority	Bristol City of
Inspection number	337174
Inspection dates	28–29 April 2010
Reporting inspector	Jo Curd

This inspection of the school was carried out under section 5 of the Education Act 2005.
The registered childcare provision, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Nursery
School category	Community
Age range of pupils	2–4
Gender of pupils	Mixed
Number of pupils on the school roll	65
Appropriate authority	The governing body
Chair	Jo Symons
Headteacher	Toni Glazzard
Date of previous school inspection	4 July 2007
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Age group	2–4
Inspection dates	28–29 April 2010
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**Number of children on roll in the registered
childcare provision****Date of last inspection of registered
childcare provision**

Not previously inspected

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Introduction

This inspection was carried out by two additional inspectors. Thirteen lessons were seen involving 13 different members of staff. Meetings were held with parents, groups of children, governors and staff. Inspectors observed the school's work, and looked at assessments, planning, photographs, local authority reviews and 45 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the extent to which all groups of children make equally good progress in their learning and personal development
- any variations in the quality of teaching between staff and areas of learning, and whether leaders and managers have done all they could to improve this
- whether the school is able to provide sufficient evidence to support its judgement on equal opportunities as outstanding
- the extent to which families are engaged and whether leaders and managers have done all they could to improve this.

Information about the school

Rosemary Early Years Centre is based on the lower floors of a block of flats in densely populated inner city Bristol. Its Nursery class has 40 full-time equivalent places for three to four-year-old children. Throughout the year it provides morning or afternoon sessions of care for up to 20 referred two to three-year-olds and up to eight referred three to four-year-olds at any one time. The centre runs a wide range of groups and courses for parents, carers and children. A much higher than expected proportion of children in the Nursery class have special educational needs and/or disabilities, mainly speech and language difficulties. Over half the children are from families who are refugees or asylum seekers. Nearly all the children are from minority ethnic backgrounds, predominantly of African or Caribbean descent. Over 60% are at early stages of learning English; the majority of these children have Somali as their first language.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

2

The school's capacity for sustained improvement

2

Main findings

All groups of children make good progress in this effective early years centre due to strong teaching, excellent relationships, outstanding care and a rich, broad, practical curriculum. Children and staff enjoy being here and there is a relaxed, highly cohesive family atmosphere. All the staff are valued and teamwork is very strong. The vast majority of parents really appreciate all that the centre offers them and their families; one said, 'The Nursery has been very supportive and helpful. My child loves all the staff there and I have found all of them to be kind, efficient and very good at what they do. They are always very friendly and approachable too.'

Well focused and ambitious leadership, including an extremely strong governing body, has implemented huge improvements in the centre since its last inspection less than three years ago. Accommodation has been extended and completely refurbished providing a pleasant space indoors and out which is highly conducive to the learning and well-being of children and families. The governing body raised considerable funds for, and led and managed, this extension and refurbishment highly effectively and economically. Assessments, teaching, leadership and progress have also improved significantly.

High expectations and effective monitoring have contributed well to these improvements. However, leaders are not always completely diligent in ensuring that improvements are fully implemented and consistently maintained. For example, although teaching has improved considerably, some weaknesses in approach and organisation remain, slightly slowing the progress that some children make. Activities and approaches, particularly in some group sessions led by an adult, are usually well matched to all the children's learning styles or needs, though this is not always the case. Consequently, in spite of an extremely strong ethos of respect and value of all, equal opportunities is not quite as strong as it could be.

Children enjoy the centre and quickly gain confidence and self-esteem One parent expressed this by saying, 'My child was worried at the start but now runs in and can't wait to get there.' Children benefit greatly from very warm relationships, excellent care and consistent routines. Opportunities for some particularly vulnerable children to start at the centre at two-years-old and for all children and families to attend family sessions such as 'stay and play' contribute very positively to this. Provision and outcomes for these young children are extremely good. Staff diligently encourage the involvement of all parents and carers and nearly all are highly positive about the centre and most make use of what it offers.

Given the outstanding ways in which the centre has improved since its last inspection

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but with slight limitations in the use of monitoring and evaluation, capacity for sustained improvement is good.

What does the school need to do to improve further?

- Improve teaching and organisation, especially in adult-led groups, by ensuring that activities and organisation are suitable and effective for all.
- Sharpen monitoring and evaluation to ensure that any areas of weakness are addressed and improvements fully and consistently implemented.

Outcomes for individuals and groups of children

2

Children start in the Nursery class with knowledge, skills and understanding far lower than the expected levels for their age. This is true for all areas of learning and particularly communication, language and literacy and personal, social and emotional development. All groups, including boys, girls and those of various ethnic backgrounds make good progress due to good teaching, a rich and relevant curriculum and extremely well-targeted care and support. Gaps in attainment between different groups are greatly reduced by the time children leave. In one lesson a small group of children at very early stages of English made particularly good progress in their language and social skills because the teacher spoke appropriately, clearly and slowly, used objects to support vocabulary, listened carefully to each child, skilfully encouraged them to articulate their own views and experiences and successfully promoted each child's confidence and self-esteem. In another session, very young children successfully developed their early understanding of the world by pushing and letting toy cars run down different slopes. They were fascinated, deeply engaged and full of enjoyment and wonder as they took it in turns to place different cars on the tracks. Occasionally the progress of some children is slightly slowed because groups and activities are not always organised completely effectively to suit their needs.

Children feel safe because they know that staff are there to help and look after them. They learn to take sensible risks and are successfully learning how to manage conflicts and difficulties themselves. This is particularly important because although the vast majority of children behave well, a very few find this more difficult and occasionally hurt others. Children are confident about what they should do if such situations occur. They are developing extremely positive attitudes towards health through energetic outdoor play, visits to the woods and eating delicious freshly cooked meals. They contribute well to nursery life through choosing resources, suggesting activities and tidying up. Despite continuous and concerted efforts from staff, attendance remains average. Children are well prepared for later life and learning because they gain confidence and independence, develop a wide range of interests and experiences and have a secure grounding in all areas of learning. The rich curriculum contributes greatly to children's outstanding spiritual, moral, social and cultural development. Children develop a deep wonder of the world around them, strong social skills, moral awareness and well-being.

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These are the grades for children's outcomes

Outcomes for children in the Early Years Foundation Stage	2
Children's achievement and the extent to which they enjoy their learning	2
Taking into account: Children's attainment ¹	3
The quality of children's learning and their progress	2
The quality of learning for children with special educational needs and/or disabilities and their progress	2
The extent to which children feel safe	2
Children's behaviour	2
The extent to which children adopt healthy lifestyles	1
The extent to which children contribute to the school and wider community	2
The extent to which children develop skills that will contribute to their future economic well-being	2
Taking into account: Children's attendance ¹	3
The extent of children's spiritual, moral, social and cultural development	1

How effective is the provision?

All groups of children and families are cared for, guided and supported extremely well. Excellent partnerships with other professionals, such as speech therapists and social workers, add significantly to these high levels of care. Staff know children and families very well and relationships are highly warm and supportive. Parents and carers are actively encouraged to look at and discuss children's personal 'learning journal' assessment folders. They are actively supported in contributing to them, for example, through the loan of digital cameras.. They are invited to more structured discussions about their children's progress and development each term. Staff respond flexibly to the needs of parents and carers and ensure that all are seen regularly.

The curriculum is rich, balanced and broad. Every child in the setting benefits from an enrichment or intervention group that is tailored to fit their needs. Activities such as trips to the woods through Forest School, the theatre and library add to the enjoyment, engagement, motivation and progress of all children. Well-focused support groups such

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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as those for children at the early stages of learning English, those to extend children's home languages, music groups for those who learn more quickly and easily, and language support groups, ensure that children overcome potential barriers and that different ethnic groups make equally good progress. Daily 'responsive planning' discussions in which staff review children's learning and plan ways to extend this further are a real strength of the setting. These purposefully focus on activities which children choose themselves enabling staff to interact in purposeful and highly supportive ways. However on some occasions activities led by adults are not sufficiently well matched to individual children's needs.

The quality of teaching varies between staff and activities. Strengths include: the detailed understanding some staff have of child development and the Early Years Foundation Stage curriculum, relationships; high expectations for behaviour, well-being, progress, and the way most staff work together as a team. The quality and organisation of teaching is slightly less effective in some small groups, notably highly diverse key-worker groups. Activities are not always suitable for all children, for example some are too easy or difficult for a few children. Some groups are located too closely to each other making it difficult for some children to concentrate and be heard.

These are the grades for the quality of provision

The quality of provision in the Early Years Foundation Stage	2
The quality of teaching Taking into account: The use of assessment to support learning	2
	2
The extent to which the curriculum meets children's needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Strong leadership and management underpin huge improvement in the centre, including the quality of teaching, since the last inspection. These developments in provision contribute to the centre's good overall effectiveness and positive outcomes for all children. Governors frequently visit and monitor the Nursery and are extremely supportive and challenging. A very wide range of parents and carers attend courses, play sessions with their children and use the 'parents' room' for relaxation and quiet. They are imaginatively engaged in the life of the Nursery and in their children's learning there. The school has an accurate overall understanding of itself but does not always monitor in sufficient detail to ensure that any weaknesses are tackled as effectively as possible. Monitoring is not always quite rigorous enough however, to ensure that all weaknesses, such as the organisation of some teaching groups, are effectively and consistently addressed. The promotion of community cohesion is excellent because staff have a very detailed knowledge of their local community, have devised and

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implemented effective ways to integrate and contribute to this and have a clear understanding of how well this work is going and how to develop it further. Staff lead training and forums locally and have contributed strongly to developments abroad. At the time of the inspection systems to safeguard children's health and safety were found to be effective because staff are vigilant and procedures are thorough.

These are the grades for leadership and management

The effectiveness of leadership and management in the Early Years Foundation Stage	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Views of parents and carers

The vast majority of parents and carers are happy with all aspects of the centre investigated in the questionnaires. The highest positive responses relate to children's enjoyment and safety and express parents' and carers' overall satisfaction. A very small minority expressed concerns about behaviour. The inspection found that a few children do have challenging behaviour. Although staff manage this very well and all children make very good progress, a few of these difficulties remain.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of children registered at Rosemary Early Years Centre to complete a questionnaire about their views of the school. In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 42 completed questionnaires by the end of the on-site inspection. In total, there are 65 children registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	36	86	5	12	0	0	1	2
The school keeps my child safe	36	86	6	14	0	0	0	0
The school informs me about my child's progress	30	71	12	29	0	0	0	0
My child is making enough progress at this school	27	64	15	36	0	0	0	0
The teaching is good at this school	32	76	10	24	0	0	0	0
The school helps me to support my child's learning	21	50	20	48	0	0	0	0
The school helps my child to have a healthy lifestyle	19	45	21	50	2	5	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	19	45	18	43	0	0	0	0
The school meets my child's particular needs	18	43	17	40	0	0	1	2
The school deals effectively with unacceptable behaviour	23	55	15	36	2	5	1	2
The school takes account of my suggestions and concerns	20	48	15	36	0	0	0	0
The school is led and managed effectively	22	52	15	36	0	0	0	0
Overall, I am happy with my child's experience at this school	35	83	6	14	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a child in their learning and development.
Attainment:	in other phases of school, for example primary schools, attainment is the standard of the pupils' work shown by test and examination results and in lessons. However, there is no national average for three- and four-year-olds. Therefore, in inspections of nursery schools, inspectors take account of expectations in the age-related bands of the Early Years Foundation Stage.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of children.■ The quality of teaching.■ The extent to which the curriculum meets children's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which children are learning in nursery sessions and over longer periods of time.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



30 April 2010

Dear Children

Inspection of Rosemary Early Years Centre, Bristol, BS2 0DT

Thank you for being friendly and welcoming when we visited your centre recently. We enjoyed being with you, eating lunch with some of you and watching you work and play.

We agree with your staff that you have a good centre which helps you all to improve your learning. We really liked all the changes to your building and can see why so many of you are so eager to play outside. We think that you are developing very positive attitudes to health, enjoying the delicious lunches, playing very actively and learning to relax. Younger children enjoy their time in Early Years 1 and make very good progress there. Many of you also enjoy coming to 'stay and play sessions' and being in the crche while your parents take a break or learn something new. You learn a lot by choosing your own activities and resources from the very wide range the centre has. You also learn a lot from group times, including key worker groups at the beginning and end of sessions. These are not always organised very well for you all however, and sometimes it is difficult for some of you to concentrate and hear each other well. Activities in these groups are sometimes a bit too easy or difficult for some of you and sometimes you have to sit for a bit too long. Although centre leaders know about this they have not always made sure that improvements are made.

We have asked them to do two things to make the centre even better. These are to:

- make sure that group times are always organised well for you all and that activities are always suitable for each of you
- make sure they check that any improvements needed are made and that these continue over time.

Perhaps you could help by telling your teachers where and how you learn best.

With best wishes to you and your families.

Yours sincerely

Jo Curd

Lead inspector

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