

# Southville Centre Nursery

Southville Centre, Bealey Road, Southville, Bristol, BS3 1QG

<b>Inspection date</b>	19/12/2014
Previous inspection date	15/06/2009

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

## The quality and standards of the early years provision

### This provision is outstanding

- There is an extensive programme for staff's professional development, which enables consistently outstanding practice through effective mentoring and training.
- Children are emotionally well prepared for their start at the nursery, and as they move through the nursery through a highly effective key-person system.
- There is inspirational leadership of the nursery, and all staff work tirelessly to improve outcomes for children and to safeguard their well-being.
- Observation, planning and assessment arrangements are rigorous, enabling children to make significant progress in their learning and development.
- Staff plan the learning environments very well to challenge children effectively.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the playrooms and the outside learning environment.
- The inspector looked at documentation, including a sample of children's records, planning and records to confirm staff suitability.
- The inspector took account of the views of children, staff, parents and carers spoken to on the day of the inspection and of the provider's self-evaluation.
- The inspector held a meeting with the manager of the nursery.
- The inspector completed a joint observation with the manager of the nursery.

## Inspector

Dominique Bird

## Full report

### Information about the setting

The Southville Centre Nursery opened in 1991. It is one of two day care provisions managed by Southville Community Development Association and it operates from two adapted areas in the community association building complex. Children have access to a fully enclosed outdoor play area. The nursery is situated in a residential area close to several schools and it serves the local community. Opening times are Monday to Friday from 8am to 6pm all year round. The nursery is registered on the Early Years Register. There are currently 155 children on roll. The nursery is in receipt of funded education for two-, three- and four-year-olds. The nursery is also registered on the compulsory and voluntary parts of the Childcare Register. Staff support children who have English as an additional language and children with special educational needs and/or disabilities. The premises are accessible at ground level. There are currently 24 members of staff who work directly with the children. Of these, 21 have qualifications at level 3 or above. The team is led by the Family Services Manager who has a degree in Early Years Education and has also achieved Early Years Professional Status. Four staff are qualified teachers and three have Early Years professional Status. The nursery has received validation for The Bristol Standard in Daycare quality assurance scheme.

### What the setting needs to do to improve further

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

- foster even greater development of the outdoor areas to further enhance children's learning and experiences outdoors.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

There is an exceptionally high focus on developing children's communication skills for their next stages in learning. Staff skilfully teach children new skills. For example, at circle time they enjoy group stories, songs and rhymes. Children happily engage in the activity and when they are confident, they have a go at singing alone to the group. Staff routinely praise and recap on children's achievements, consistently supporting their understanding using sign language. Children make decisions in their learning. For example, when children brought in Christmas cards from home they independently found the writing equipment and wrote cards for their friends. Staff clearly explain the children's movements as they write, providing the words to match their actions, so they understand the different letter formations. Consequently, children learn new literacy skills. Staff model and reinforce language very well. They are respectful of children's attempts, correcting them sensitively so that they learn correct ways to write letters.

There is excellent support for children and their parents and they value the ongoing advice and guidance from staff. The individual attention children receive is exceptional. Highly positive interactions ensure that children are consistently involved in activities where they play and learn together. Staff have exceptional knowledge of children's individual needs and plan stimulating experiences, which children thoroughly enjoy. For example, staff use a skittles game to capture children's attention. Children imitate staff's actions and follow their instructions very well to roll the ball and knock the skittles down to cause an effect. Staff provide excellent, ongoing commentary so that words are matched to the children's actions as they repeat activities, thereby building children's vocabulary.

Staff plan exciting experiences for the children and consequently, children are actively involved in their learning. For example, children thoroughly enjoy building with large wooden blocks and making obstacle courses. They solve problems very well, by thinking of new ways to join blocks when one wobbles and does not balance. Children repeat actions until they understand that when they place a block a certain way it will affect its balance. Staff are excellent at teaching children how to use tools and equipment, providing them with a clear explanation of how they work. For example, staff show children how to use the computer, explaining how to use the mouse to select items on the screen. They use mathematical language well to support children's understanding, such as 'Shall I click the big box or the small one?' This gives the children the skills to use this language confidently in their play later and to talk about what they are doing. Therefore, children use language confidently and competently to describe what they are doing.

There are impressive arrangements to assess children's progress. Parents are involved from the outset during 'stay and play' sessions upon settling, where they share key information about their child, such as their interests and routines. Parents engage wholeheartedly in contributing to children's learning and there is specific targeted support through the early identification of children's needs. Staff skilfully record their observations of children's engagement in activities and use this information effectively to plan stimulating activities. All staff have comprehensive knowledge of their key children's next stages in learning and actively plan to support their development.

### **The contribution of the early years provision to the well-being of children**

The system for allocating children to specific staff members is very well established and used effectively to ensure children are happy and settled. For example, skilful staff use initial meetings to effectively engage with parents, to enable them to share key information about their child. Staff then use this information to plan individualised and stimulating experiences. These discussions support children exceptionally well as they confidently attend the nursery and form strong attachments with their key person. Staff are exceedingly respectful of children. When children ask for help to write their name on their work staff ask permission to write it in a specific place on the page. There are strong links between the rooms to enable a seamless progression for children when they are due to move to their new room. Staff share information with new staff and visit the room with the children. They attend garden time and free flow activities, until children feel confident in the new environment and have built relationships with their new allocated staff

member.

Children's behaviour is exemplary. Staff are very respectful of children's play giving them plenty of time to finish an activity to their satisfaction, before they tidy away for circle time. Children are consistently praised for their good listening. Staff manage children's behaviour calmly and consistently. For example, staff ring a bell to get their attention rather than repeating spoken instructions and this keeps the atmosphere calm. When staff have the attention of the children they explain what is happening next so that children become familiar with expectations.

The learning environments are fully inclusive and exceptionally well organised to encourage children to make decisions for themselves. Displays are vibrant and celebrate children's achievements exceptionally well. Children have access to an excellent range of high quality toys and resources, which challenge their development successfully. Children have numerous opportunities to be outside and active in a well-equipped outdoor environment. This includes natural areas where children are beginning to explore nature and understand about keeping themselves safe.

Children enjoy healthy and nutritious snacks and meals. The staff make mealtimes sociable occasions because as they eat with children sitting and chatting together. Children are confident to ask for help if needed and the staff teach children to understand how to use cutlery safely, serve themselves and scrape their plates.

### **The effectiveness of the leadership and management of the early years provision**

There are comprehensive arrangements to safeguard children. The premises are thoroughly risk assessed and staff take every opportunity to improve the safety and security of the nursery. For example, the leadership team has worked in partnership with the community centre to practise fire evacuations. Staff who are qualified in first aid are deployed effectively so that they are on hand to provide first-aid treatment in the event of an accident or incident. Partnerships with key agencies are excellent, to enable the effective sharing of information to support the children and families in their care consistently. All staff have an excellent understanding of their responsibility to take prompt action should they have a concern about a child, as they undertake regular training.

The leadership team has a comprehensive understanding of their responsibility to ensure that the dedicated staff fully implement all requirements of the Early Years Foundation Stage successfully. There are excellent recruitment and induction arrangements to enable suitably vetted and well-qualified staff to work directly with the children. There is a sharply focused programme for professional development, with accurate and beneficial mentoring and training to enable staff to maintain outstanding teaching and practice. In particular, there is high quality supervision and ongoing in-house training to maintain consistent and exceptional practice.

Leadership of the nursery is inspirational and as a result, the nursery is part of a

nationwide early years research project, and pilot some new government-led early years initiatives. The manager is an excellent role model and all staff are highly focused on maintaining high-quality care, learning and development. The leadership team have an excellent understanding of evaluating and monitoring the provision to drive improvement. They are involved in supporting other settings where they disseminate their outstanding practice to other early years providers. All staff have been involved in developing rigorous action plans to specifically target areas for improvement. For example, staff are currently monitoring outdoor learning to ensure they are fully enhancing this for all children. There are excellent monitoring systems of specific groups of children to identify any future developments in the planning of the educational programme. The manager and senior practitioners frequently monitor children's learning diaries to ensure that the system for observing, planning and assessment is consistently robust. Therefore, children make outstanding progress in their learning and development.

Staff establish highly effective partnerships with parents. Parents are warmly welcomed into the nursery. They are positively encouraged to be actively involved in their children's learning, such as reading stories in the nursery and attending community lantern parades. Parents speak to staff on a daily basis and staff consult with them regularly on their child's next stages for learning. Staff provide parents with comprehensive information about the setting, policies and procedures, which underpin the excellent practice at the nursery. Parents make positive comments about the provision. They are very impressed with the 'attentive staff' and in particular, value the events and involvement within the local community. There are strong partnerships with local schools that children will eventually attend. This enables staff to share information to provide continuity in children's care, learning and development and to make the move into school seamless for children.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
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Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted 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.

## Setting details

<b>Unique reference number</b>	106951
<b>Local authority</b>	Bristol City
<b>Inspection number</b>	839453
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	1 - 5
<b>Total number of places</b>	84
<b>Number of children on roll</b>	155
<b>Name of provider</b>	Southville Community Development Association
<b>Date of previous inspection</b>	15/06/2009
<b>Telephone number</b>	0117 9533043

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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