

Early Years Bannerman Road



The Early Years Building, Bannerman Road, Easton, Bristol, BS5 0RR

Inspection date	21 June 2016
Previous inspection date	28 July 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- The quality of teaching is consistently good. Children are motivated and interested while they play. Children make good progress. They are happy and well behaved.
- Staff use assessment well to help children develop across all areas of learning. They use systems to track children's progress, and quickly and effectively target any gaps in development.
- Staff draw on their wealth of experience and qualifications to support children with special educational needs or disability. They use funding well to support children who are learning English as an additional language.
- Staff work with parents well and provide a consistent and effective approach to children's care and learning.
- The manager evaluates the quality of the provision effectively. She identifies staff training through well-considered supervision and appraisal meetings. For example, following recent training, staff have successfully extended the range of resources. This has extended and improved children's play experiences.

It is not yet outstanding because:

- Staff do not always recognise opportunities to extend and support children's literacy development.
- At times, during changes within the daily routines, children are not fully clear on what is expected of them and the environment becomes a little hectic.

What the setting needs to do to improve further

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

- make the most of opportunities to further extend and support children's literacy development as they play
- offer greater support for children to understand what is expected of them at the periods of the routines where activities are being changed or domestic tasks are being carried out.

Inspection activities

- The inspector observed staff's interactions with children indoors and outdoors.
- The inspector sampled a range of documents, including children's learning journals.
- The inspector spoke with parents and children and took their views into account.
- The inspector conducted a leadership and management meeting.
- The inspector conducted a joint observation.

Inspector

Angela Cogan

Inspection findings

Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff understand safeguarding procedures and child protection issues. The manager is skilled at evaluating the quality of the provision and this helps to improve outcomes for children. For example, staff have made effective improvements since the last inspection. They have attended an intensive training course and significantly improved the quality of teaching to promote communication and language. Children are well prepared for their move to school. The manager and her team have built good relationships with other settings. Children experience continuity and a joined-up understanding of their care and learning needs. The manager has developed a positive culture that helps to promote positive change.

Quality of teaching, learning and assessment is good

Children practise new skills and consolidate their learning. For example, children are really well supported outdoors as they learn to walk on stilts and develop their balance and coordination. Staff provide an exciting range of activities that motivate children to learn. For example, children playing with gloop and mixing a range of colours stay busy for a long time and really enjoy experimenting. Children are very keen to take part as they pretend to cook in the role-play area. They share with their friends and improve their language skills. Children experience challenge and make discoveries as they play.

Personal development, behaviour and welfare are good

Children's behaviour is good, overall. They are enthusiastic about their play and learning. For example, children work together to build a big castle in the sand pit; they make up a story about a bear and use their imaginations. Staff extend children's ideas while they experiment. Children get plenty of fresh air and sunshine. They follow their own ideas as they play in the garden. Staff are good at promoting children's emotional development. Children are continually supported and praised, and experience lots of success. They develop strong relationships with their key person and this gives them a solid platform from which to make progress. Staff have a good understanding of the different ways in which children learn and support them well. For example, they provide resources for children who they decide to wash equipment. They also help children to negotiate and solve simple problems together.

Outcomes for children are good

Children play with good levels of independence; this is an improvement since the last inspection. They develop many skills in readiness for school. Children are respectful and kind. They negotiate and get on well with each other. Outcomes for children are consistently positive.

Setting details

Unique reference number	EY275107
Local authority	Bristol City
Inspection number	1023567
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register
Age range of children	2 - 3
Total number of places	32
Number of children on roll	57
Name of registered person	Bristol City Council
Registered person unique reference number	RP526904
Date of previous inspection	28 July 2015
Telephone number	0117 903 0269

Early Years Bannerman Road registered in 2006. It is situated in Easton, Bristol. The nursery opens Monday to Friday from 8am to 5pm throughout the year, closing for a week at Christmas. The nursery receives funding for the provision of free early education for children aged two years. The childcare manager holds an early years qualification at level 7. She is supported by 12 members of staff, including a part-time qualified teacher, five staff members who hold early years professional status and six members of staff who are qualified at level 3 or above.

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