

Inspection of Sydenham Road Under Fives

Jarman Hall, Sydenham Road, Knowle, Bristol BS4 3DF

Inspection date: 24 November 2021

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|----------------------------------------------|--------------------|
| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Outstanding |
| Personal development | Outstanding |
| Leadership and management | Good |
| Overall effectiveness at previous inspection | Outstanding |

What is it like to attend this early years setting?

The provision is good

Staff make sure that children have exciting outings daily. Children visit different places in the local community where they can explore and develop their physical skills. The frequent outings mean children learn to stay safe when they are out and about in the local area. Children know to hold onto the blue rope when walking along the footpath. They stop look and listen before crossing the road.

Children play well together and invite others to join in imaginary games. They pretend they are exploring a 'volcano' when they come across a shallow pit with stones in. They help each other to climb in and out, showing care for others. They recall past learning, describing the 'lava' and 'eruptions'. They tell staff they have 'lava' boots on so their feet will not get burnt.

Children bring 'food balls' for the robin that visits the 'base' camp in the wooded area. They sit quietly to watch as it eats, so they do not frighten it away. They laugh and play well together. They try out how they can move the water from one container to another using tubes. Staff encourage them to keep trying when the children come up against a difficulty. Staff suggest blowing through the tube. This makes a loud noise, and the children laugh.

Indoors, children enjoy joining in with familiar rhymes and stories. They recall characters and phrases, taking turns to speak and tell staff what they remember. Other activities include children digging out toy dinosaurs from ice blocks. They comment how cold the ice is. They say they need strong muscles to break the ice to get the dinosaurs out.

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

- Children show consistent engagement in activities throughout the day. They concentrate well and are motivated to learn. Children choose where and what they want to play with. For example, some children choose to make hedgehogs out of dough and sticks. They talk animatedly about what they are doing. They respect each other's models, taking turns as they show them to staff. Children show an understanding of emotions and concern for others. They explain that the hedgehog is friendly, and it is okay to hold them.
- Key persons know children well. They make visits to children's homes before children start at the pre-school. This helps build good relationships with parents and children from the outset. Key persons quickly identify when children may need extra support. They talk with parents about languages used at home. Staff make sure they have common words in home languages that they can use with children in the setting. Staff discuss children's needs and seek interventions to help children's communication. Parents comment that staff keep them well

informed about what their children are learning. Children receive consistent support in the pre-school and at home. Children make good progress in their communication and language.

- Children's behaviour is exemplary. Children know the rules for behaviour and boundaries and follow them brilliantly. For example, in the woods, a group of children use teamworking skills to climb up the hill. They hold each other's hands and follow simple instructions from staff to help them. The children repeat this several times showing their understanding of the instructions. Another group are collecting worms. They are using tools to dig them out of the ground being careful not to hurt the worms. Two of the children want the same tool. They know they need to take turns and use a counting rhyme to help them select who will get the tool first. Staff praise children for good sharing, to reward them for showing kindness to each other.
- Staff plan for children's ongoing learning and development. They provide a wide range of activities to cover different areas. For example, children can choose to make models with dough. They have shape cutters, scissors and rolling pins to help them mould and create. Other children choose to make patterns and letters in trays with salt or sand in them. Staff model how they can manipulate the different materials to create the shapes. Other children choose to dress-up as superheroes. They see how fast they can run around the obstacle course they have built. Staff offer children support, asking questions and commenting on what children are doing. Staff miss some opportunities to extend children's learning. For example, staff sometimes tell children answers or fetch resources for them.

Safeguarding

The arrangements for safeguarding are effective.

Staff make sure all environments that the children will be using throughout the day are safe. A member of staff will make a visit to the outdoor play space that children use and carry out a risk assessment. The manager has good practices for recruiting staff. She provides ongoing training to help them improve their skills. She checks their suitability to work with children regularly. Staff know the signs and symptoms that may indicate that a child is at risk of harm. They know who to contact should they have any concerns about the welfare of a child or about the actions of a member of staff.

What does the setting need to do to improve?

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

- ensure staff make the most of opportunities to extend children's learning and development.

Setting details

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|----------------------------------------------------|-----------------------------------------------------------------------------------|
| Unique reference number | 107078 |
| Local authority | Bristol City of |
| Inspection number | 10126070 |
| 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 | 3 to 4 |
| Total number of places | 24 |
| Number of children on roll | 17 |
| Name of registered person | Sydenham Road Under Fives Committee |
| Registered person unique reference number | RP909042 |
| Telephone number | 0117 3294965 |
| Date of previous inspection | 23 September 2015 |

Information about this early years setting

Sydenham Road Under Fives Pre-School is a charity, which is managed by a voluntary management committee and registered in 1993. The pre-school offers care term time only. Sessions are offered, Monday to Wednesday, from 9.15am to 12.15pm, and from 1.15pm to 3.15pm or full days from 9.15am to 3.15pm. On Thursday and Friday, care is offered from 9.15am to 12.15pm. There are six members of staff, of these, three hold appropriate childcare qualifications at level 3, one holds an appropriate childcare qualification at level 2 and one holds qualified teacher status. The pre-school receives 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 took the inspector on a learning walk and talked to the inspector about their curriculum and what they want children to learn.
- Children spoke to the inspector during the inspection.
- The inspector spoke to several parents during the inspection and took account of their views.
- The inspector carried out a joint observation of a group activity with the manager.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.

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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