

Inspection of Winterbourne Early Years Centre At St Michaels

St. Michaels Primary School, Bristol BS36 1LG

Inspection date: 10 July 2024

Overall effectiveness	Good
------------------------------	-------------

The quality of education	Good
--------------------------	-------------

Behaviour and attitudes	Good
-------------------------	-------------

Personal development	Good
----------------------	-------------

Leadership and management	Good
---------------------------	-------------

Overall effectiveness at previous inspection	Good
--	------

What is it like to attend this early years setting?

The provision is good

Staff have high expectations for children's capabilities. They work together to form their curriculum. They thoughtfully link to children's preferred interests and ways of learning. Children are inspired by the rich range of experiences on offer. Children make marks with interesting items such as charcoal sticks in the forest-school sessions. They relax after lunch by listening to a story or select books independently and sit with their friends discussing the pictures. Children build intricate structures with blocks and add toy animals and people. Staff offer attentive and timely interactions as children play. They get down to children's level using clear speech. They ask children questions to encourage their thinking and conversation. Children show very good skills, solving problems and discussing their plans confidently with staff. Staff beneficially teach children to use items as a source of information. For example, as children complete animal puzzles and games, they look up animal types and characteristics on an electronic tablet.

Children are greeted warmly by staff and eagerly enter their 'Rainbow Bears' room. They form strong relationships with staff, which fosters their confidence and well-being. New children are very sensitively supported, and staff flexibly adapt activities to inspire them to explore. Children learn to regulate their emotions very well; staff help channel children's energy, communicate their needs and preferences and share the toys and resources. Children show positive attitudes to developing their skills and are well prepared for their move on to school.

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

- Staff form their curriculum from their observations and discussions with parents undertaken during each child's 'focus week', and from ongoing assessment of their achievements. They outline clear next steps to help close gaps in children's learning. They act promptly if children are behind expected development, liaising with parents and putting in place additional support. Staff work diligently to ensure children can reach their potential, including those in receipt of additional funding and children with special educational needs and/or disabilities.
- Staff encourage children's perseverance and beneficially involve children in daily tasks. Children work hard to get their boots and suits on ready for their forest-school session, listening to the staff's well-placed tips. They help fill the water container and take turns to carry it. Staff praise children as they do things for themselves, very effectively building their confidence and willingness to have a go.
- Staff take time to support children's mathematical development and embed this into daily practice. Children are encouraged to count the numbers of children in their group and remember how many spoonsful of powder goes into the forest-school hot chocolate. They learn to use mathematical language as they describe

the size of insects and how heavy items are.

- The centre provides children with wonderfully inspiring opportunities to be active outside and explore the natural world. Staff skilfully teach children to learn to manage risks and keep themselves safe. Children develop their coordination by climbing and balancing in the woodland. They learn to be careful as staff build a fire to heat water. Staff encourage children to think, consider their approach and adapt their actions as needed. Children show considerable skills as they carefully use hammers to knock nails into a wooden log. They are proud of their achievements and develop their physical skills, independence and sense of responsibility very effectively.
- Staff plan useful group times to help progress children's skills. The team has recently outlined some additional arrangements for 'whole group' times, to increase children's engagement and learning. However, staff do not always implement these. Additionally, on occasion staff miss key aspects of activities, and children's learning does not develop as much as possible.
- The manager works closely with her staff team, the managers at their sister setting and the committee, to identify ways to evaluate their practice. She leads regular team meetings and individual supervision meetings with staff. They all show dedication to the children and families that they support. They link with local authority advisers, seeking new ideas, supporting staff to attend training and helping develop the practice further.
- Parents are very positive about the support their children receive at 'Rainbow Bears'. Staff share lots of information with parents, through an online application, daily discussions and regular in-depth meetings. They help support children's learning at home and a consistent approach for children. They hold useful events and activities inviting parents and other family members in to share children's experiences. Staff work with the school on site and liaise with other schools and professionals involved with children, to get children the help they need and to support their move on to school.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support staff's consistent implementation of activities and extend children's learning further.

Setting details

Unique reference number	EY537415
Local authority	South Gloucestershire
Inspection number	10351077
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	3 to 4
Total number of places	18
Number of children on roll	29
Name of registered person	Winterbourne Early Years Centre Committee
Registered person unique reference number	RP902171
Telephone number	01454 773781
Date of previous inspection	3 October 2018

Information about this early years setting

Winterbourne Early Years Centre At St Michaels registered in 2016 and is located in St Michael's C of E Primary School, Winterbourne, South Gloucestershire. It operates from 9am to 3pm, Monday to Friday during school term times only. There are six core members of staff. Of these, one holds an appropriate qualification at level 5 and the rest hold qualifications at level 3. Additionally, the forest-school leader also holds a forest-school qualification at level 3. The centre provides funded places for children aged three and four years.

Information about this inspection

Inspector
Rachel Howell

Inspection activities

- This was the first routine inspection of the setting since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the manager and has taken that into account in their evaluation of the provision.
- The inspector viewed all areas and discussed with the manager how these areas are used.
- The manager and the inspector evaluated the effectiveness of an activity together.
- The inspector observed the children and staff and spoke with them at appropriate times during the inspection.
- The inspector discussed the leadership and management of the centre with the manager and room leader.
- The inspector spoke with the special educational needs coordinator for the provision.
- Parents shared their views of the provision with the inspector.
- Relevant documentation was reviewed by the inspector, including suitability checks and paediatric first-aid qualifications.
- The manager and room leader discussed their safety and child protection procedures, and safeguarding discussions were undertaken with members of the staff team.

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.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk

This publication is available at <https://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024