

# Centre Place Family Centre Nursery

Inspection report for early years provision

---

<b>Unique reference number</b>	EY355643
<b>Inspection date</b>	08/09/2008
<b>Inspector</b>	Suzanne Joyce Stedman
<b>Setting address</b>	Estuary Housing Association, Centre Place, 15 Prospect Close, SOUTHEND-ON-SEA, SS1 2JD
<b>Telephone number</b>	01702 617 446
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

## **Description of the setting**

Centre Place Family Centre Nursery run by Estuary Housing Association opened in 2007 and operates from three rooms and a hall in a purpose-built building. It is situated on a large housing estate in Southend on Sea Essex. There is good disabled access to the premises. A maximum of 80 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 five days a week throughout the year. All children share access to a secure enclosed outdoor play area. Children come from the local area.

There are currently 54 children aged from three months to under five years on roll. Of these, 15 children receive funding for early education. The nursery currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The nursery employs 11 members of staff of whom hold appropriate early years qualifications re working towards a qualification.

## **Overall effectiveness of the early years provision**

The nursery promotes very good inclusive practice by using children's individual needs to influence their care and learning. A rich learning environment reflect similarities and differences. The group have not currently been able to complete their self-evaluation form. However they have identified further plans for improvement with the main input on the refurbishment of the outside area to further promote free flow play for inside and outside, including an awning the full length of the building.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- consider providing further information for parents and carers with regard to the Early Years Foundation Stage and focused activities.

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

The room leaders are highly organised and use space and resources well to promote children's learning and development as well as the welfare requirements of the Early Years Foundation Stage (EYFS). These qualities ensure that children's individual needs are well met during their time in the nursery.

The providers are confident in their abilities and consistently reflect on their working practice, using written evaluations to guide them in what they need to do next to help children progress in their development. In addition, the children are included in the planning which help to keep them motivated and interested in the

activities for both focus activities and free time.

Partnership with parents and others is taken into consideration when caring for children in the EYFS and the provider regularly seeks parents' views and information to help them. However, further parental involvement regarding focus activities is desirable.

Children are safeguarded in this setting because all the staff have a good understanding of child protection procedures and signs and symptoms of abuse. They ensure children are supervised and kept safe at all times and keep a visitors' record to show who visits the nursery at all times. All the doors to the nursery have coded entrance pads and all visitors are required to sign in and out of the setting. All parents are provided a copy of the nursery's policies and procedures which are currently being updated to incorporate the EYFS. The nursery has excellent experience of protecting children from harm and acting on any concerns to continue to safeguard them.

## **The quality and standards of the early years provision**

Children in the Early Years Foundation Stage (EYFS) are helped to learn and develop extremely well as the staff put the principles of the EYFS into practice skilfully. They place a high emphasis on the uniqueness of each child and build on their individual abilities and dispositions to help plan relevant and challenging activities for them, for example, activities relating to the planting, growing and harvesting herbs in the outside area. Children are all taught simple questions and answers in signing and festivals from around the world are included in the planning for all age groups. The staff also help children to develop positive relationships with each other through implementing consistent boundaries for behaviour and encouraging them to learn to share and take turns. They help children to understand their feelings through planned and spontaneous activities so that they feel able to talk or show their emotions in a secure and trusting environment.

Children are cared for in a very well-resourced enabling environment as staff organise the play areas with children's learning and safety in mind. The garden is being improved to encourage regular outdoor play with the knowledge that well-planned activities in the fresh air benefit children immensely. The staff use effective observations and assessments to find out what children already know and can do so they can build on this to help children progress effectively towards the early learning goals. They understand that children develop and learn in different ways and at different rates and plan exciting activities that interest all the children including those who have English as a second language. They know the importance of allowing children to make decisions, have discussions and give them opportunities to learn independence skills so they can develop their creativity and critical thinking. Children enjoy activities based around a theme, enthusiastically add their own ideas and staff cleverly incorporate strands from the six areas of learning into each activity so children are progressing in all areas of the EYFS.

Children's welfare is promoted effectively by the staff as they carefully consider their practices taking account of the welfare requirements of the EYFS. They help children

to stay safe whilst in their care by ensuring risk assessments are carried out on all activities and outings. Children are also taught to be responsible in and out of the group, for example, staff talk to children about stranger danger and road safety. Children are kept healthy through nutritious snacks and they are encouraged to help themselves to fresh drinking water throughout the day. They learn about the benefits of a healthy diet and how their bodies work and respond to exercise so they can make healthy choices in their lives.

Staff help children to make a positive contribution through giving them opportunities to be themselves, develop their self-esteem and make good relationships and through these opportunities children also learn to value others. They use a very good range of resources which reflect people's similarities and differences and staff use children's play and sensitive conversations to help them see the needs of others in a positive manner. Their holistic approach towards children's welfare and learning helps children develop skills that will contribute to their future economic well-being as they are provided with effective skills for living.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Outstanding: this aspect of the provision is of exceptionally high quality*

*Good: this aspect of the provision is strong*

*Satisfactory: this aspect of the provision is sound*

*Inadequate: this aspect of the provision is not good enough*

### Overall effectiveness

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	Good
How well does the provision promote inclusive practice?	Good
The capacity of the provision to maintain continuous improvement.	Good

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	Good
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	Good
How well does the setting work in partnership with parents and others?	Good
How well are children safeguarded?	Good

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	Good
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	Good
How well are children helped to stay safe?	Good
How well are children helped to be healthy?	Good
How well are children helped to enjoy and achieve?	Good
How well are children helped to make a positive contribution?	Good
How well are children helped develop skills that will contribute to their future economic well-being?	Good

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met

## **Annex C: complaint/s made to Ofsted**

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

### **Detail of the complaint/s**

Since registration there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.