

# Pen Green Centre For Children And Families

Inspection report for early years provision

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<b>Unique reference number</b>	EY356011
<b>Inspection date</b>	04/02/2009
<b>Inspector</b>	Melanie Eastwell / Susan Marriott
<b>Setting address</b>	Pen Green Lane, Corby, Northamptonshire, NN17 1BJ
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<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 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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Pen Green Centre is a phase one children's centre located in the town of Corby, Northamptonshire which provides a wide range of services to families in the local area including baby and toddler nest, nursery, crèche, after school club and holiday playscheme. The setting also offers a wide range of family support including family visiting, family room, therapeutic groups, young parents groups and community education. The centre is open 48 weeks each year, seven days a week. The nursery and baby and toddler nest are open from 08:00 to 18:00, the after school club is open from 15:00 to 18:00 Monday to Friday and the holiday play scheme is open from 08:00 to 18:00 during school holidays. Pen Green Centre is registered on the Early Years Register and the Compulsory and Voluntary parts of the Childcare Register to care for a maximum of 152 children at any one time. A total of 114 children are currently on roll in the nursery, 32 children are on roll in the baby and toddler nest, 100 children are on roll at the crèche and 49 children are on roll at the after school club, three of whom are in the early years age group. Children attend for a variety of sessions within each facility that operate from allocated areas within the provision. All children have access to secure outdoor play areas. The centre supports children with disabilities and/or learning difficulties and children who speak English as an additional language. A total of 68 contracted staff, all of whom hold appropriate early years qualifications work with the children. There are also many sessional workers, administration staff and volunteers working in the provision. The centre works closely with the local authority.

## Overall effectiveness of the early years provision

Overall the quality of the provision is outstanding. Children make exceptionally rapid progress in their learning and development at this high quality, truly inclusive provision. Their safety and welfare is given the utmost priority by the dedicated staff team and provision for their physical and emotional well-being is excellent. Exemplary partnerships between parents, other providers of the Early Years Foundation Stage and other agencies ensure that children's needs are met and their protection is assured. The centre's self-evaluation at all levels reflects the rigorous monitoring and searching analysis of what they do well. Outstandingly reflective practice clearly identifies areas for continued progression, which results in well-targeted and sustained improvement to the early years provision.

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

To further improve the high quality early years provision the registered person should consider:

- continue to develop the collaborative learning culture through drawing upon the full range of improvement tools available.

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

The leadership and management of the setting is exceptionally strong and shows a commitment to continuing to develop the staff team through further training to degree level at the centre's research base. Highly effective, robust systems are in place to ensure the suitability of the staff. The staff work most efficiently together and with their key worker groups which ensures a consistent and flexible approach for children and their parents. Regular team meetings and non-contact time ensure that staff are kept fully informed of relevant issues and procedures and are able to maintain each child's achievement records to a consistently high standard. All of the centre's documentation is extremely well organised. The policies and procedures are clearly reflected in the staff's activity with children and detailed records are in place relating to individual specific requirements. The staff team have high aspirations and employ very efficient, ongoing self-evaluation procedures that celebrate the setting's strengths. Areas identified for continued development are met in the best way possible. Children's welfare is given the utmost priority and all the staff fully understand the requirement to action the Local Safeguarding Children Board procedures in the event of concerns arising.

The partnerships with parents and carers are highly developed. Parents are a key and valued resource to the centre. They are fully involved and take on volunteering roles within the centre and have the opportunity to become members of the governing body. The staff successfully incorporate the requirements of each family by offering a flexible and supportive environment. For example, sessions of attendance are planned to benefit the children and their parents. The centre offers sessions at weekends where fathers and male carers can attend baby massage and play sessions. Parents speak highly of their involvement with the centre, the commitment of staff to settling children in and of the high quality feedback they receive about the activities enjoyed by their children. For example, parents are invited to become involved in the 'Parents Involved in Children's Learning' and the 'Growing Together' programmes. These weekly meetings promote children's learning and development. The family workers enable parents to understand the learning concepts of different activities through discussion and therefore continue their child's learning at home.

Pen Green Centre has a wide ranging multi-disciplinary approach. Families receive fully integrated support involving home visits and outreach work from the centre's family workers and family visitors. Agencies including social services, health visiting team, speech and language therapists and community paediatricians attend the setting to support and advise families and strong links are in place with local schools. The highly effective network of support on offer ensures that all areas of the community including travellers and vulnerable families are aware of and are able to benefit from the services at Pen Green Centre.

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

Children thoroughly enjoy attending this inspirational provision. They are supported by the staff to be inquisitive and curious, to try new experiences and to

explore their surroundings. The learning environment is arranged to promote children's choices and decisions about their play and to enable them to adapt activities to enhance their own learning. For example, they are able to move items from other activities to enhance their play in the sand pit. The setting has a variety of outdoor play areas each with a particular uniqueness. The discovery area is undercover and has a steel water feature that is controlled by the children, the beach area is in the central part of the setting and two main outdoor play areas are connected by an archway bridge across the entrance to the setting. Each of these areas is particularly well resourced and exceptionally well laid out, with children's learning imaginatively planned for.

Inside, children learn to use a range of tools with great skill and with support from the staff. They create wood work models and complicated art and craft displays. Children work collaboratively together. They re-create a familiar story, 'The Lighthouse Keeper's Lunch' and work with buckets and a pulley system to transport bricks from the floor to a raised play area. Children are encouraged by the skilled staff to think about how the bucket will react if it is too full and through discussion in this type of activity all the areas of learning are covered.

The highly skilled and dedicated staff know the children well and are able to anticipate their needs. Activities are able to be adapted to ensure every child is included and the staff record detailed plans for activities securely based on children's interests. Individual children's needs are effectively met because the proactive key workers spend considerable amounts of time recording written observations, photographs and video recordings of their interests and achievements. These observations are used most effectively to identify the child's starting points and to plan future learning opportunities. Each child has a record of achievement folder that is always accessible to their parents which is sensitively written in such a way that gives complete ownership to the child and clearly shows their progression during their time at the setting.

Children's welfare is given the utmost priority by the staff who provide consistently high quality activities to promote children's sense of well-being and belonging in the setting. Robust policies are consistently implemented to underpin the safe and efficient management of the provision. Children's independence is effectively fostered through every aspect of the daily routine at the centre. Children are actively encouraged to take reasonable risks whilst being supported by staff through discussion and simple demonstration. For example, they use real tools in woodwork activities. Their awareness of safety is further promoted by experiencing and dealing with varying levels of risk in the Forest School activities.

Children benefit from the organisation of the sessions that include plenty of time for free play and exploration and time to work in small groups with a key worker. These times are used to focus on discussions or specific activities led by the children. Children's efforts and achievements are highly valued and proudly displayed around the setting thus promoting children's developing confidence and motivation to continue with their interests. For example, children's made up stories are written in their own words by their family worker and are laminated along with pictures matching the story and are displayed on low-level units for other children, parents and visitors to read. The inclusive practice within the centre is superb.

Children are supported to learn about their own and others' cultural heritage through discussions, resources, celebrations and visits into the local community. They have access to signs and labels around the setting that show different languages. Children who speak English as an additional language are encouraged to be confident through singing, discussions and the support from multi-lingual members of staff.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is 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>	1
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	1

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	1
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	1
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	1
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
How well are children helped to be healthy?	1
How well are children helped to enjoy and achieve?	1
How well are children helped to make a positive contribution?	1
How well are children helped develop skills that will contribute to their future economic well-being?	1

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## **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