

# Diana, Princess of Wales Memorial Childrens Centre

Inspection report for early years provision

---

<b>Unique reference number</b>	251785
<b>Inspection date</b>	20/01/2009
<b>Inspector</b>	Glenda Kathleen Field
<b>Setting address</b>	St. Peters Street, Lowestoft, Suffolk, NR32 2NB
<b>Telephone number</b>	01502 525136
<b>Email</b>	c.reynolds@lowestoft.ac.uk
<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

Diana, Princess of Wales Memorial Children's Centre is one of two nurseries managed by the Governing Body of Lowestoft College of Further Education. It has been registered since 1989 and operates from a purpose built, single storey building situated within the grounds of Lowestoft College. There is level access to the provision. A maximum of 38 children may attend the nursery at any one time and is open each weekday from 08.30 to 17.00 for 51 weeks of the year. All children have access to a secure enclosed outdoor play area.

There are currently 53 children attending all of whom are within the Early Years Foundation Stage (EYFS). The provision also offers care for older children during the school holidays and is registered on the Early Years Register and both the voluntary and compulsory parts of the Childcare Register. The setting is in receipt of funding for nursery education. There are 11 members of staff of whom 10 hold appropriate early years qualifications. The nursery is a member of the Quality First Assurance scheme.

## Overall effectiveness of the early years provision

The nursery provides effectively for children in the Early Years Foundation Stage (EYFS). The warm relationships developed between staff and children ensures all children enjoy their time at the nursery and make sound progress. Partnership with parents is excellent and ensures strong relationships are developed, which has a positive impact on the children's progress. The provision works effectively to ensure that all children are included and are able to participate fully in the setting. The manager is very aware of strengths and areas for improvement within the setting and demonstrates a strong commitment to further improvement to enhance the care and education provided.

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

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

- improve the organisation of resources in the writing area for older children

## The leadership and management of the early years provision

The highly-qualified staff team work very well together to provide an exciting and challenging environment for the children to learn and develop. Clear and robust recruitment procedures are in place, which ensures all staff working with the children are suitable to do so. New staff follow an induction process to ensure they understand how to promote children's welfare and learning. Staff understand the safeguarding policy and know the reporting procedures to follow if they had concerns. Regular staff meetings ensure that information is shared and all staff are included in planning and decision making. The manager encourages staff to attend

further training to update and extend their knowledge where necessary. Written risk assessments are conducted and reviewed regularly and daily safety checks are recorded. This ensures children's safety is maintained. The effective self-evaluation and monitoring of the setting ensures that children are provided with a provision which constantly strives for excellence and moves forward in the arena of childcare. The manager has developed systems to liaise with other settings delivering the EYFS to ensure that children's needs are planned for across the differing settings that they attend to ensure progression and continuity of learning and care.

Partnership with parents and carers is excellent. They are welcomed into the setting and freely discuss information about their child with the staff. Opportunities are also made for parents to arrange a suitable time to discuss their child's progress in more detail with the key worker if they wish. Daily link forms are completed which enables parents and staff to write down any key information they may wish to share together. Regular questionnaires are given to parents and a comments book is made available. Parents comments indicate that they are very satisfied with the care and education their children receive. The setting has developed a parent's forum so that parents and carers can meet to discuss issues regarding the management of the nursery and gives them further opportunities to voice their opinions and put forward suggestions.

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

Children are provided with good opportunities to make progress across all areas of learning and development. Their welfare needs are effectively met to enable them to stay safe and healthy. Children develop a sound understanding about keeping themselves safe and following good hygiene practices as they follow clear directions from the staff. Children participate in physical activities and develop a good awareness of how their bodies react to exercise when they play in the nursery garden. Children enjoy a healthy range of meals and snacks during their nursery day, for example, they are provided with a selection of fresh fruit at snack time and a nutritious home cooked meal at lunch time. They sit together with the staff and share these important times of day.

Children are very effectively safeguarded as staff demonstrate a sound understanding of this aspect of their work. Children's individual requirements are met well as staff clearly understand and recognise the children's needs. Activities and resources are adapted where necessary to ensure that all children are provided with a fully inclusive provision and are able to play an active role in the nursery day. The effective self-evaluation and monitoring of the setting ensures that children are provided with a provision which constantly strives for excellence and moves forward in an ever changing world of childcare.

The key-person system in place enables staff to observe the progress of a group of children and to effectively use their observations to assess the children's stages of development and plan for their next steps. The children's development is effectively shared by the parents when their children begin attending the setting. This provides staff with a good starting point on which to base their assessments.

Children's progress is recorded and shared with their parents by the child's key person.

Children actively participate in a wide range of play and learning opportunities which extend their knowledge. They chat freely with each other and with staff throughout the day. Their interest in books and stories is well promoted. Children are beginning to make marks and to write recognisable letters. However, the organisation of resources in the writing area used by the older children does not encourage their use and there is a lack of alphabet displays for children to refer to during their play. Children learn about number, weight, capacity and shape through cooking activities and games such as compare bears and beads. They have very good opportunities to learn about nature and the world around them, for example, the garden is used by children to dig and grow a range of produce. They explore a wide selection of materials through messy play such as foam, dough and clay. Children build with construction toys and have regular access to technical resources including a computer and programmable toys. They enjoy being creative as they participate in role play and dressing up, and enthusiastically join in with their favourite songs. Children enjoy each other's company and are developing high self-esteem as staff treat them with respect and kindness.

## 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>	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	2
How well are children helped to stay safe?	2
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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**

There have been no complaints made to Ofsted since the last inspection.

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.