

Canterbury Centre Childcare

Inspection report for early years provision

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Inspector

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Type of setting

Childcare on non-domestic premises

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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).

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Description of the setting

Canterbury Road Sure Start Nursery was registered in 2003. The setting operates from three rooms within a purpose-built building located in the Canterbury Road Recreational Ground. It serves the local community within the Broad Green area. Children share access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register to care for a maximum of 44 children at any one time. There are currently 51 children in the early years age group on roll. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The setting is open each weekday from 7.30am to 6pm for 48 weeks of the year. Children attend for a variety of sessions.

There are 12 members of staff who work with the children. Of these, 11 staff hold relevant childcare qualifications. A qualified early years teacher supports the setting two days a week. The setting receives support from the local authority through an early years advisor.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The setting promotes children's welfare and development effectively overall, and most requirements are met. Children are settled and well-occupied in the welcoming, inclusive environment. Good relationships with parents ensure that staff are familiar with children's individual needs. Children make steady progress in their learning, given their age, ability and starting points. Managers and staff regularly reflect on the service they provide and identify clear priorities for the future. However, current systems are not always sufficiently robust to ensure prompt action is taken to address any areas for improvement.

What steps need to be taken to improve provision further?

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

- ensure staff consistently use observations and assessments of all children to identify their next steps and plan relevant and motivating learning experiences that build on their existing skills
- ensure that daily routines are organised to take into account the individual needs and routines of young children and babies attending the setting

The effectiveness of leadership and management of the early years provision

The setting takes effective steps to safeguard children's welfare in most areas. Clear recruitment procedures ensure children are cared for by well qualified and

appropriately vetted staff. All staff attend safeguarding training and know what to do if they have concerns about a child. All required documentation that promotes children's health, safety and well-being and facilitates the smooth day to day running of the setting is in place. However, the provider is caring for more children than their current conditions of registration allow, as they also run an additional pre-school on the same premises and the certificate of registration has not been updated to reflect this. This is an offence unless the provider gives a reasonable excuse. On this occasion the provider did so, and Ofsted does not intend to take further action.

The setting is well planned, bright and welcoming. Staff work well together as a team, sharing tasks and responsibilities throughout the day. There are a good variety of resources available, which are well organised to create a stimulating play environment where children can easily select their own activities, and children benefit from free-flow indoor and outdoor play.

Staff work closely with parents to ensure they have relevant information about each child's background and needs so that equality and diversity is effectively promoted. Parents are warmly welcomed into the setting and benefit from a daily exchange of information and regular access to their child's records. Staff also work effectively in partnership with other partners and providers where children have additional needs or attend more than one setting. Systems are in place to monitor and evaluate the provision, which take into account feedback from staff, parents and children, and there are clear plans for future development of the setting. The management team have an understanding of the strengths and areas for improvement at the setting, and many of the actions taken are appropriately targeted to lead to improved outcomes for children, for instance, developments to the outdoor learning environment and to the layout of rooms and accessibility of resources. However, systems are not currently sufficiently rigorous to ensure that all issues are effectively addressed at an early stage. For instance, not all recommendations and actions set at previous inspections have been fully met.

The quality and standards of the early years provision and outcomes for children

Children move freely and safely around the play space available due to effective daily risk assessments. They show a sense of belonging as they follow the familiar routines, and older children grow in independence as they select resources, help tidy away and pour their own drinks. Children adopt simple good hygiene routines when they wash their hands before they eat, and staff follow careful procedures for changing nappies and keeping the rooms clean, which helps protect children from the risk of cross-contamination. Children of all ages play outside every day as part of a healthy lifestyle, enjoying moving around in the fresh air. They benefit from freshly prepared, nutritious meals and snacks, and older children develop self-care skills as they serve their own vegetables with a big spoon. Children experience a balanced day with time for rest as well as active play, but at times nursery routines are not conducive to meeting individual needs, for instance, babies are encouraged to all sleep at the same time after lunch and there is not currently any quiet space for sleep at other times of the day.

Children take part in a wide variety of activities and experiences that support their learning across all areas of the curriculum. Children have good relationships with staff, who have a warm and caring approach. Staff make regular observations of children's achievements. Staff working with older children use these assessments well to identify next steps and plan activities that build on children's learning, but this is not currently consistent practice throughout the nursery.

Children of all ages enjoy books and stories. Older children listen attentively to stories, remembering familiar words and phrases and discussing the storyline afterwards. Babies cuddle up to look at pictures or have fun when staff sing them songs and rhymes. Children count and solve simple problems as they play, joining in with number songs and holding up their fingers to show how many, or working out how many bricks there are in the giant tower they build outside. Babies explore the world around them using all their senses as they investigate heuristic resources. Older children develop their understanding of how things happen when they confidently talk about where they need to put an ice-cream if they want it to freeze, and what would make it melt. Children use their imaginations as they paint bright colours at the easel or make cakes with the play dough. Children throughout the nursery are well occupied over the course of the day and enjoy taking part in the activities provided.

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

The overall effectiveness of the early years provision

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 3 |
| The capacity of the provision to maintain continuous improvement | 3 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| How effectively is the Early Years Foundation Stage led and managed? | 3 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 3 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 3 |
| The effectiveness of safeguarding | 3 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 3 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

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| The quality of the provision in the Early Years Foundation Stage | 3 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 3 |
| The extent to which children achieve and enjoy their learning | 3 |
| The extent to which children feel safe | 3 |
| The extent to which children adopt healthy lifestyles | 3 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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