

# Margaret Wells-Furby Children's Resource Centre

Inspection report for early years provision

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<b>Unique reference number</b>	119274
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<b>Type of setting</b>	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).

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

Margaret Wells-Furby Children's Resource Centre registered in 1992. It operates from a purpose built children's resource centre in the Great Hollands area of Bracknell in Berkshire. The resource centre serves the local area. The resource centre is open Monday and Friday only from 10.00am to 1.30pm. The resource centre is registered for 14 children on the Early Years Register and is also registered on the compulsory part of the Childcare Register. Attendance at the group is through referral from Education, the Primary Care Trust, Children's Services and Libraries.

There are currently 20 children on roll. All children attending the setting have learning difficulties and/or disabilities. Children are cared for by five project workers and the project manager. Five staff are qualified and one member of staff is currently working towards a relevant childcare qualification. The setting works alongside a variety of professionals including the community paediatrician, speech and language therapists, teaching and support services, physiotherapists and health visitors.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are provided with a welcoming, safe, secure and inclusive environment. They benefit from having dedicated and knowledgeable staff who work very closely with parents/carers and a range of other relevant professionals to ensure the unique needs of each child and their family are fully met. All children are included and have their individual care and development needs totally met. Continuous evaluation by the setting effectively improves the learning and development experiences as well as the care provided for children.

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

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

- develop further the new systems in place to assess and monitor each child's individual learning and development, in order to help children reach their full potential
- develop further the outdoor area to maximise learning and development opportunities for the children and to encourage children's interest and curiosity.

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

Children are safeguarded well. Staff have a good understanding of child protection procedures, and know how to implement them if required. A wide range of

policies, procedures and secure recruitment processes in place further safeguard the children. All parents have access to these and they are also on the Action for Children web-site. All visitors and other professionals visiting the centre are requested to show their identity to ensure they are suitable to be with the children. Staff provide a stimulating and inviting environment for the children and their families. Children access a wide range of resources as the staff ensure they are readily accessible in the same place each session and at child height. This enables children to make independent choices including those who are blind or have a visual impairment to be able to feel and choose the resources they wish to use.

All children are included, respected and valued. Staff are very knowledgeable about each child's specific needs including any medical requirements. They ensure the children thoroughly enjoy their time at the setting and offer calm and understanding approach to enable children to feel secure, safe and a sense of belonging. Staff work in close liaison with a range of other agencies and professionals to ensure children's individual needs can be effectively identified and met. Staff ensure children are kept safe as they regularly practise the emergency evacuation procedure with the children and visitors are shown the fire exits and the evacuation procedures are explained to them. The environment is fully accessible to the children both indoors and outdoors and the setting has plans in place to re-develop the garden area to further maximise the learning opportunities and experiences for children.

A new observation and assessment system has just been implemented to monitor children's progress and development. Each child has their own learning journey file where observations are recorded and a range of photographs displayed showing the children participating in a range of activities and experiences. Staff work in constant cohesive partnership with parents and other professionals to review and agree plans for the individual children. As a result, this enables children to extend and develop skills for the future to meet their full potential. Excellent relationships are in place with parents and other professionals. Parents comment how extremely supportive the staff team are to their child and family. They describe the setting as fantastic and how it has helped children to come out of their shell and become more confident. Parents contribute their views through informal discussions and feedback. This supports the setting in evaluating and developing the service. Professionals visiting the setting to assess children readily comment on how all the staff have developed an outstanding and supportive partnership with them to meet the specific individual needs of each child. On going evaluation by the manager and staff team as well as systems put in place by Action for Children ensure the continuous development and improvement of the setting.

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

Children thoroughly enjoy their time at the setting where they participate in a wide range of purposeful activities, experiences and access a wide range of specialist toys and resources. These meet and promote the children's individual needs extremely well. Children make excellent individual progress. Owing to the dedicated staff team in place, the bright, stimulating and safe environment

encourages the children to explore and use a range of resources independently or on a one to one situation with a member of staff. Children laugh and show their delight when they push the button to make the lights work on a toy or when using the computer. The touch and feel board gives children the opportunity to feel and see a range of different textures such as smooth, shiny and rough. Children enjoy digging in the sand and painting using different coloured paints. Staff praise children for their efforts and achievements and use their individual knowledge of each child to use appropriate phrases and words. This underpins children's self-esteem and confidence extremely well. All children have developed secure and trusting relationships with the staff. Some children are beginning to build relationships with each other such as, pushing each other along the path outside in the toy car and they are beginning to be aware to share the toys and resources when required. Staff remind children of behaviour issues and offer comfort and support immediately if any child becomes upset. Photographs and artwork on display promote children's strong sense of belonging. As a result, children feel safe and secure at the setting.

Children are very safe as staff ensure all areas they use are secure and all the equipment and resources are continually checked and cleaned. They remind children how to sit on chairs the correct way and to be careful when they are climbing the steps to the slide. Staff encourage children's early development through play such as, talking to the children about the big and little animals they are playing with. They encourage children to begin to be aware of different colours by asking them the colour of the large Lego bricks they are using. Staff and children communicate effectively using both verbal and signing communication. Purposeful use of photographs, books and pictures with signing symbols and words encourage children to develop recognition skills. Children take turns in choosing the picture of the song they wish the others to sing in the singing session. Children enjoy clapping along to the songs and action rhymes. These measures promote children's early listening and language development.

Children adopt very good healthy practices. They begin to understand about healthy practices, such as hand washing routines. Staff promote children's understanding of good hygiene by showing them and helping them to wash their hands. Children are encouraged to begin to pour their own drinks and to recognise and collect their own lunch container. Snack times and mealtimes are a sociable occasion with staff and children sitting together talking or signing to each other and staff readily help children to undo and unwrap their food when required. Children are encouraged to try new foods in a caring, supportive and sensitive way. Children are able to eat at their own pace and staff ensure children's food is within easy reach of children with visual impairments reminding them to touch the plate and feel for the sandwich. This encourages their independence skills and helps to develop skills for the future. Staff are aware of each child's specific medical conditions and have suitable procedures in place, for example some children do not go outside to play if the weather is cold. Children's physical development is promoted well as staff encourage the children to try and catch the bean bags they throw to them and children enjoy using a range of outdoor equipment including a slide and see saw. They show their delight when playing pop up pirate game when they push the plastic sword into a small hole; this helps them develop their fine motor skills.

## 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

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	2
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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## **Annex B: the Childcare Register**

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

Met