

# Stibbard Childrens Centre

Inspection report for early years provision

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**Unique reference number** EY330737  
**Inspection date** 28/05/2010  
**Inspector** Andrew Clark

**Setting address** Fulmodeston Road, Stibbard, Fakenham, Norfolk, NR21  
0EL

**Telephone number** 01328 829426

**Email**

**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).

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.

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## **Description of the setting**

Stibbard Children's Centre opened in 2006 and is run by voluntary committee. The setting operates from two separate rooms in Stibbard Sure Start Children's Centre in Stibbard, Norfolk. It is on the ground floor and is fully accessible. The setting supports children with special educational needs and/or disabilities. A maximum of 50 children aged from two to eight years may attend in any one session. Older children may also attend. There are currently 75 children on roll of whom 68 are under eight years. Of these, 50 children are in the Early Years Foundation Stage, and of these 28 are in receipt of funding for nursery education.

The sessions run from 8.00am to 6.00pm five days a week, all year round except for two weeks at Christmas. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are 15 members of staff. Almost all staff, including the manager, hold Level 3 qualifications or above. These include a Level 4 and qualified teacher status. The setting receives support from the local authority.

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

Overall the quality of the provision is outstanding.

This is a fully inclusive setting where the high level of staff's professional skills and experience ensures it meets the needs of the early years children extremely well. Children of all abilities make excellent progress. Children feel very safe and confident. The manager guides and supports staff and children extremely well, leading to an outstanding capacity for continuous development.

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

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

- completing the priorities already identified in the setting's action plan.

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

The organisation of the setting contributes greatly to the children's welfare and progress. The manager closely monitors the development of her staff and encourages them to aim high. They, in turn, are fully involved in the monitoring of and evaluation of all aspects of the provision. This ensures the high quality of the self-evaluation process. They take significant responsibilities and leadership roles which they are well trained for. They are also encouraged to pursue their own passions and interests, such as music, to a good level and this greatly benefits the children's learning opportunities. Staff are reflective and ambitious for the setting.

They play strong roles in the development of the early years provision throughout the local area through their links with Sure Start and there are outstanding links with other providers. The self-evaluation procedures lead to very precise and appropriate priorities for further improvement. The setting gathers the views of parents and carers and children and acts effectively upon them.

The promotion of equality and diversity is outstanding. Staff are well trained and efficient in quickly identifying any barriers to children's success and drawing on their own skills and those of specialist support agencies to overcome them. Procedures for safeguarding and to ensure all staff are suitable to work with children are outstanding. The staff take imaginative initiatives such as the 'Intruder Drill' and fire bags to make sure children are safe at all times. Children's welfare is at the heart of the setting's work. There are very robust and secure procedures for the administration of medication and the recording of accidents and injuries. Record keeping is of a very high quality and staff make good use of modern technology in their safeguarding. The setting has exemplary systems in place to ensure confidentiality is maintained and data protected.

Parents and carers find staff very approachable and appreciate the high levels of care they show their children. The setting is held in very high regard within the community. Parents and carers receive an excellent range of information about their children's progress on a frequent basis. The beautifully presented 'Learning Journeys' and daily diaries are very highly valued by parents, staff and children. The setting provides very useful information on a wide range of children's development issues and provide access to other educational and health professional such as speech therapy and physiotherapists.

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

The managers and their staff are very skilled in observing children's development regularly and identifying the next steps in their development. This is used very well to plan for the needs of children of all abilities. There are excellent systems to track the progress of groups of children, as well as individuals. The information from this is used extremely well to identify any gaps in children's learning and to then quickly address them. There is an increasing trend in higher levels of achievement in all areas of learning. The very good links with parents and carers and other providers means useful information on children's progress is freely shared and supports their successful induction into the setting. The setting makes highly effective use of vibrant and exciting resources, including information and communication technology, to promote all areas of learning and to motivate children. The children regularly use a wide range of digital photography and recording devices to learn more about the world around them. Children are very independent and quickly develop self-confidence because they are successfully taught to make decisions for themselves and guide much of their own learning. Many of the activities are skilfully planned to promote high levels of inquisitiveness and observation. These skills prepare children very well for the future learning.

Visits and visitors make a very good contribution to children's learning. Adults

skilfully question and guide children in their learning. This promotes high levels of early literacy and numeracy skills preparing them well for their next stage of education. Children feel very safe and learn how to handle tools such as scissors and knives safely by practical application. They learn to recognise safe and unsafe situations and respond well to clear rules and guidance. They are involved in creating and improving rules for the setting. The development of healthy lifestyles is outstanding. The staff offer a very good range of healthy snacks which they are involved in choosing and making. Children grow their own vegetables and participate in food preparation. The 'Sticky Kids' programme encourages children to play out in all weathers and engage in the many stimulating physical activities. Staff make sure all food meets children's dietary and medical needs very well. Songs, rhymes and displays encourage good levels of hygiene. The secure and attractive outdoor areas make a very good contribution to children's progress in all areas of learning. There are especially exciting opportunities for children to climb, roll, run and jump and negotiate obstacles which help their physical and problem-solving development. These are well matched to children's different and increasing abilities. Children develop high self-esteem because they feel valued and cared for. They make an outstanding positive contribution through their involvement in charitable fundraising. They investigate different faiths and cultures through role play and other activities, celebrating a wide range of festivals such as Christmas, Holi and Hanukkah as well as experiencing modern foreign languages.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
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	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	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