



Goddard Park Centre of Early Excellence

Inspection report for early years provision

Unique Reference Number	EY302989
Inspection date	05 January 2006
Inspector	Rachel Edwards
Setting Address	Welcombe Avenue, Park North, Swindon, Wiltshire, SN3 2QN
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Registered person	Goddard Park Centre of Early Excellence
Type of inspection	Integrated
Type of care	Full day care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

The Goddard Park Centre for Early Excellence was registered in 2005. It had previously been registered as Hector's since 1998. It operates from premises in Goddard Park School, Park North in Swindon. It serves the local and wider community.

It is registered to care for no more than 105 children from birth to under 8 years. The provision includes a full day care nursery for children from birth to 4 years; pre-school

sessions for 3 and 4-year-olds and a breakfast and after school club for school age children. There are currently 111 children under 8 years on roll, including 33 funded 3 and 4-year-olds. Children attend for a variety of sessions. The setting supports children with special needs and those with English as an additional language. The group opens Monday to Friday for 48 weeks of the year. Sessions are from 8:00 to 18:00.

26 members of staff work with the children, 17 of these hold relevant childcare qualifications. The setting receives the support of an advisory teacher from the Local Authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children thrive in this vibrant and welcoming environment, where staff follow highly effective procedures and practices to promote children's physical, nutritional and health needs. The premises and equipment are routinely and hygienically cleaned, and unwell children are not cared for. This, along with the large amount of outdoor play, greatly reduces the risk of illness and cross infection. The exceptional adult support and guidance helps children gain an excellent understanding of hygiene and a desire to become independent in their personal care. For example, even the youngest toddlers are shown how to clean their hands before eating and are given time to practise this before help is offered.

Children help themselves to easily accessible drinking water throughout the day. The youngest children have bottles or beakers labelled with their names and photographs, so they become very independent from an early age. Children enjoy and benefit enormously from the wide range of highly nutritious snacks and meals. They enjoy helping to prepare these as they discuss the different ingredients and their likes and dislikes. Mealtimes are highly sociable, staff and children chat to each other, and this greatly enhances children's enjoyment and participation. From the very start, babies are gently encouraged to try new foods and express their preferences. These tiny children are extraordinarily capable of using cutlery designed for small hands. The centre organises practical events to help parents learn about healthy eating, which helps children understand the benefits of a healthy lifestyle.

Children have free access to the adjacent outdoor play areas, where staff provide a wide range of stimulating activities across all areas of the curriculum. As a result, children choose to play outside a great deal enthusiastically putting on coats to go out even when it is raining. This benefits children in many ways. They develop strength and control of their bodies, and have the space and freedom to move and use resources in imaginative ways. For example, children are thrilled as they march banging cymbals loudly without being restricted by others. Even the very youngest children are taken out regularly to play in their own safe area or for walks in the locality, where they experience a great many different sights, sounds, smells and textures.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff use thorough long term and routine risk assessments to identify and reduce potential hazards. Very good use is made of available play space, both indoors and out, so that children can move safely around and have plenty of opportunities for boisterous play without hurting others. Children use high quality equipment which is appropriate to their age and stage of development.

Generally children are supervised very well. They learn to safely use tools, such as scissors and knives, and on walks they learn about road safety. However, staff are not consistent in helping children learn how to keep themselves safe, for example by not clearly explaining why it is dangerous to climb on the fence or to touch very hot water.

Children are very well protected by staff, who have a clear understanding of child protection issues and procedures, and give top priority to children's welfare. The premises are secure and there are very safe arrangements for children's arrival and collection.

Helping children achieve well and enjoy what they do

The provision is good.

Children of all ages enjoy the time they spend in the care provided. Most staff are highly skilled and use their very good knowledge of guidance such as the Birth to three matters and the Curriculum guidance for the Foundation Stage to provide high quality care and education. Children are happy, settled and have excellent relationships with staff and each other.

Staff are enthusiastic and committed to providing a welcoming, safe and enticing environment for children and their families. There is an excellent range of resources for the under 5s, whilst staff have plans to increase the more limited range of resources and activities for the older children attending the Twilight club. All the children's rooms are attractively and imaginatively organised; babies and toddlers have cosy areas to explore and many natural objects to attract their curiosity. In all rooms resources are clearly labelled with print and photographs. This allows children to easily choose what they need. Staff have a very good understanding of how children learn. For example, being allowed freedom to play outside when they want to, children are able to concentrate for longer periods when they come back in.

Nursery Education.

The quality of teaching and learning is good. There is an extensive range of well chosen resources in each of the two pre-school rooms. Staff plan a wide range of practical, stimulating activities which make children eager to learn and confident to try new experiences. They are able to listen attentively when appropriate. For example, during circle times, they patiently wait their turn to confidently tell their news to the group. Staff support them well in developing language skills. They encourage them to

think, such as getting children to talk about the different ways that a child might use his new ball. Children use marks readily to express their ideas and older children begin to form some letters correctly, for example when writing their names. Children are becoming aware of sounds in words and sometimes link these to letters but not all staff are skilled at teaching this effectively, which limits the progress of some of the older and more able children.

Children use their imagination well as they act out stories and real life experiences; and they are highly creative when producing individual works of art and experimenting with sound and movement, both indoors and outside. They are curious about how things work, for example when pouring water over a wheel, and they learn about their local environment and the natural world through regular walks and visits to the school's woodland area and pond.

Children work well together. For example, as a group they are highly co-operative as they build a large construction discussing its design and wondering how high they can go before it topples. Children practise counting throughout the day and they recognise numerals well. They sing number rhymes, which helps them understand the concept of adding and taking away. Staff in Butterflies are very skilled at encouraging children to develop their understanding of numbers and children begin to use their knowledge to solve simple problems. In Hector's, staff are less experienced and the older and more able children are not always sufficiently challenged.

Staff know children very well. They take account of children's skills, interests and needs to plan activities that engage children and help them make good progress in all areas of their learning. There is an excellent balance between child-led and adult-initiated play; and the flexible approach to planning means that children's interest is maintained and allows them to learn at their own pace. Effective systems are used to observe, monitor and record children's progress. In most cases these are well used to plan experiences that help children take the next step in their learning.

Helping children make a positive contribution

The provision is good.

All children are welcomed and play a full part in the setting because staff recognise children's individuality and respect the family context for each child. This is helped by staff visiting families in their own home at the outset. Children demonstrate a strong sense of belonging as they confidently enter the setting, develop close relationships with key staff and demonstrate high levels of independence. Staff are responsible for the wellbeing of small groups of children. This allows them to get to know children and parents very well so that children's individual needs are generally very well met. This includes children with special educational needs, although there are some inconsistencies in the support given to individual children.

The partnership with parents is good. Staff have worked hard to try and involve parents in their children's learning. Notice boards, newsletters, meetings and daily discussions keep parents informed of activities and their child's progress. Staff encourage parents to borrow activity packs that they can enjoy at home with their

children.

Children's behaviour is exemplary. Staff are excellent role models at all times treating children with respect, acknowledging the frustration and anger that children sometimes feel and helping them to resolve their own conflicts. They support young children very well in learning to share and take turns and children respond well to the clear guidance, praise and encouragement.

Children have good opportunities to learn about themselves and the wider world and to become sensitive to others' needs, such as through planned activities, play resources, outings and visitors. Children enjoy using the Internet to research other cultures, such as the Chinese New Year. This positive approach fosters their spiritual, moral, social and cultural development.

Organisation

The organisation is good.

Children's care is greatly enhanced by the very good quality of organisation. The governance committee for the child care provision works closely with staff and parents to constantly review its practice and explore new initiatives that will benefit children and their families. There are thorough policies and procedures in place which are consistently applied in practice. Robust procedures are followed to ensure that only suitable adults work with children. All the required documentation is in place which contributes to children's health, safety and wellbeing, although it lacks sufficient detail in some areas.

Excellent use is made of space and resources to provide a vibrant caring and learning environment. For example, the extensive and imaginative use of outdoor play contributes significantly to children's enjoyment and wellbeing.

Leadership and management of the nursery education is good. Staff meet regularly to discuss planning and children's progress. The setting is generally effective in identifying areas for improvement and taking positive action, for example by supporting less experienced members of staff in help with planning. There are, however, inconsistencies between the pre-school rooms in the support given to children with additional needs and in ensuring the more able children are sufficiently challenged.

The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints since the last inspection

There have been no complaints made to Ofsted since the provision was registered.

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.

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WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- ensure written procedures contain sufficient detail, with regard to accurately recording staff working with children and ensuring the complaints procedure complies with the Children's Act regulations, enacted on 3 October 2005
- make sure that children are closely supervised during outdoor play and that staff consistently help children to understand how to keep themselves safe

The quality and standards of the nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- ensure there is a consistent approach in both pre-school rooms to make sure that the older and more able children are sufficiently challenged, in particular in linking sounds and letters and also in developing their mathematical awareness
- ensure that the developmental needs of children with additional or special needs are consistently met

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