

Gissing Children's Centre

Inspection report for early years provision

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Inspector Jacqueline Mason

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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*.

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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

Gissing Children's Centre is run by a committee of parents and carers. It opened in 1982 and operates from a Victorian building, with a surrounding outdoor area, in the village of Gissing, Norfolk. The setting operates a pre-school that is open Monday to Friday from 9.30am to 2.30pm during school term times. The setting operates a play scheme on selected days from 10am to 2.30pm during the school holidays.

The setting is registered on the Early Years Register to care for no more than 24 children in the early years age group, of whom none may be under two years old. There are currently 52 children in the early years age group on roll. Children attend for a variety of sessions throughout the week and during the holidays. The setting is also registered on both the compulsory and voluntary parts of the Childcare Register.

The setting employs 11 members of staff. At least half of the staff are qualified to level 3 and above.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are supported by a committed, motivated and caring staff team that help them to make rapid progress in their learning and development. The health and safety of children is effectively managed. An extremely positive ethos of inclusion is promoted and staff have a highly developed knowledge of each child's needs. Staff work exceptionally well with parents and this is a key strength of the setting. In addition, partnerships with local schools and others who provide care and learning for the children are highly developed. Self-evaluation is rigorous and successfully identifies the strengths of the setting and areas for development, resulting in actions that are well targeted and bring about sustained improvement in the early years provision.

What steps need to be taken to improve provision further?

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

- developing further the planning of adult-focused activities in order to fully promote individualised learning.

The effectiveness of leadership and management of the early years provision

Staff have a highly developed knowledge of safeguarding requirements. All staff attend safeguarding training to ensure that they are able to recognise the signs

and symptoms of abuse and know how to report concerns. In addition, staff's awareness of child protection is reviewed at team meetings and is a standing item on the agenda for committee meetings to ensure that all children are fully safeguarded. Comprehensive risk assessments are carried out to ensure that children are able to play safely indoors and outside. An action plan for the development of the building is in place and is regularly reviewed to monitor progress.

Staff have an enthusiasm that makes the setting an exciting place to be and are highly effective in ensuring that all children are able to participate fully. Equality and inclusion is at the heart of all that the setting does with the children. Concerns about children's learning and development are managed sensitively and the setting works effectively with outside agencies to meet special educational needs and/or disabilities. The environment is stimulating and welcoming and includes high quality toys, furniture and equipment that help to ensure the environment is conducive to learning. Children clearly benefit and thrive. Staff are deployed effectively and are actively engaged with the children.

There is a clear, effective key person system that ensures each child has a named adult to take responsibility for their day-to-day care, well-being and learning. The key person establishes highly inclusive systems of communication with parents to keep them very well informed about all aspects of their own children's achievements and well-being. Staff recognise parents as key educators of their children and are working on ways to help them to be better involved in their children's learning. Parents report that they are extremely happy with the setting and feel that the high quality staff team, their friendliness and their genuine interest in their children help them feel a deep sense of trust. Parents report that they feel a key strength of the setting is that staff are 'caring, loving and nurturing' and have a genuine interest in the children and families.

Leaders and managers communicate effectively and purposefully with staff at all levels, leading and developing a culture of reflective practice and self-evaluation. A wide range of methods are used to evaluate the setting, including the Ofsted self-evaluation form, the Norfolk 'Towards Excellence in the Early Years' rating system and discussions between the committee, staff and parents. The setting also seeks the views of children. Staff are motivated and inspired to work towards meeting and sustaining ambitious targets that are achievable and time-limited. Morale amongst staff is very high and staff are committed to their own professional development, resulting in a team which is well qualified and competent.

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

Children feel safe and secure in the setting and have excellent relationships with staff, who treat them with genuine warmth and positive regard. Children mostly come into the setting enthusiastically. Occasionally children are less confident to separate from their main carer and in these circumstances staff work sensitively with children, on a one-to-one basis, to help them to settle. Children demonstrate a dynamic role in their learning and show high levels of independence, curiosity

and concentration. They behave exceptionally well and have excellent relationships with each other, understanding and respecting the feelings of others. They play well together, cooperate and understand the need to share. For example, groups of boys play together with the wooden bricks, building ramps for their cars and trucks and working harmoniously together to achieve the best construction.

Children are motivated by staff who are well qualified and enthusiastic. A highly effective, cyclical system of observation, assessment and planning is implemented that helps children make significant gains in their learning. The quality of teaching is exceptional and staff work closely with parents to establish children's starting points and their likes and dislikes. As a consequence, staff promote a highly stimulating and welcoming environment that is planned around children's interests and the next steps in their learning. Although the planning of adult-focussed activities is not robust, the otherwise exceptional planning and organisation of the educational programme stimulates children's curiosity to help them make rapid progress in all areas of learning and development. The programme reflects rich, varied and imaginative experiences that are fun, provide challenge and promote a balance across all areas of learning.

The exceptional organisation of consistent routines within the setting helps children to develop a sense of security. They know what happens next throughout the day and this helps to contribute to their sense of belonging. Children's health and physical needs are met to a very high standard. Children have ownership of their health and well-being and demonstrate that they are well informed about healthy living. They understand the importance of good personal hygiene, and a rolling snack programme means that children are able to eat and drink when they want. Children sit together with staff at lunchtime and this is promoted as a lovely, social time when staff and children chat about what they have done during the morning session. They are helped to understand about the environment and have taken part in play-based activities to help them learn about reducing packaging, planting and growing their own fruit and vegetables and the value of recycling. Outdoor play is actively encouraged.

The environment is very much child-led, with staff showing a clear understanding of how children learn and progress. Staff promote the wider world well, providing positive images of culture, disability and gender. For example, children explored the topic of weddings in response to the recent Royal Wedding, visiting the local church to hear the church organ being played and the bells being rung. They had their own wedding feast and looked at how wedding ceremonies are conducted in other cultures and religions. As a result, children are developing positive attitudes to others and a strong knowledge and understanding of their own customs and cultures as well as those of others.

Children's ability to apply skills appropriate to their age and their enthusiasm to explore and investigate help to ensure that they are developing skills for the future to contribute to their economic well-being. Older children are able to write recognisable letters and younger children are encouraged to explore mark making. They enjoy books and sit in the reading area in small groups, looking at books together and following the illustrations to retell stories. They readily use the computer and operate simple programmes without adult support. Their

understanding of problem solving, reasoning and numeracy is promoted effectively through routine play and also planned, such as stencil rubbings of numerals and drawing around shape stencils.

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

How well does the setting meet the needs of the children in the Early Years Foundation Stage?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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