

Park Children's Centre

Inspection report for early years provision

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Inspection date	14/11/2011
Inspector	Lisa Cupples

Setting address	Gloucester Road, Aldershot, Hampshire, GU11 3SL
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Type of setting	Childcare - Non-Domestic

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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

Park Children's Centre is situated in the grounds of Park Primary School and serves the local community and surrounding areas. It is managed by Hampshire County Council. It includes a full day nursery and crche facilities for community based groups and activities. Children across all age groups from the nursery have access to a fully secure outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 69 children at any one time and there are currently 99 children in the early years age group on roll. Of these, 64 children receive funding for early education. The setting supports a number of children with learning difficulties and/or disabilities and children who speak English as an additional language.

The nursery offers full day care from 8am to 6pm for 51 weeks a year. Children also attend a wide variety of sessions that are flexible within the opening times to support the families needs. The crche provides care for children whose parents attend sessions and training courses at the centre. The nursery has 20 full and part-time members of staff working with the children. Of these, 15 have appropriate early years qualifications, ranging from level 2 to an Early Years Professional Status. The setting receives support from the local authority and Children's Links.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled during their time at the nursery. Staff spend time getting to know the children and their families well, enabling them to meet the children's individual needs well overall. As a result, children are making good progress towards the early learning goals. Comprehensive policies and procedures are implemented consistently by staff to ensure that the children's care, play and learning is promoted. Effective self-evaluation and monitoring systems ensure the nursery has the capacity to drive improvement to benefit of the children.

What steps need to be taken to improve provision further?

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

- further develop the observation and planning systems to fully incorporate the

children's next learning steps, to ensure children's individual learning paths are promoted and all children are able to reach their full potential

- review the organisation of large group physical activities to ensure the preparation times do not impact on children's other play and learning opportunities

The effectiveness of leadership and management of the early years provision

Children are safeguarded exceptionally well because all staff have attended child protection training and know how to implement the procedures to protect the children in their care. Procedures are in place to ensure any concerns are recorded and reported to the relevant agencies immediately. Extremely robust recruitment and vetting procedures are implemented effectively to ensure all adults working with the children are suitable to do so. New staff completes a full induction programme to ensure they are fully aware of their role and responsibility within the nursery. All visitors to the nursery are required to sign in and out of the visitor's book at reception to ensure a full record of everyone coming into contact with the children is maintained. Visitors are also required to show identification when they are not known to the staff. Children enjoy an extremely safe and secure play and learning environment. Comprehensive risk assessments covering all areas used by the children, both inside and outside, are carried out in line with the welfare requirements.

The nursery has made good progress since the last inspection and most of the recommendations have been fully addressed. For example, the outdoor play areas have now been developed to ensure all children can experience outdoor learning during their time at the nursery. Staff have also made improvements to the quality of their interaction with the children and now ask open-ended questions skilfully, to extend the children's learning at every opportunity. The nursery management team have a clear vision for the nursery and ongoing action plans ensure the nursery continues to develop. Regular staff meetings and consultations ensure all staff are aware of the high expectations. All staff completes ongoing training to continually drive improvement. All staff monitors and review the overall effectiveness of the nursery to ensure strengths and any areas for improvement are identified and acted on. For example, new systems have been put in place to track the children's progress. However, systems to ensure the children's identified next learning steps are incorporated into the curriculum planning are not fully developed to ensure all children can reach their full potential.

The nursery provides a warm and welcoming play and learning environment for all children and their families. Staff take the time to get to know all the children well, enabling them to meet their individual needs overall. Children with special educational needs, disabilities and English spoken as an additional language are supported well by the nursery. Strong links with other agencies and good partnership with parents enables staff to implement individual strategies and educational plans to fully support the children. Staff have attended training to

enable them to fully support children with very specific medical needs on a daily basis. Children with English spoken as an additional language are supported effectively and the play and learning environment is rich with text in a wide variety of languages. Staff spends time with the parents learning key words to enable them to help children settle in with ease. All children learn about the world around them through the use of multicultural resources and celebrating cultural festivals. All activities and resources are accessible to all children, developing the children's independence and decision-making skills effectively. Children see positive images of diversity all around the nursery.

The nursery has developed strong links with other agencies and professionals, including the local school. This ensures the children's transition into school runs smoothly. Children benefit from the good partnerships with all parents. Lines of communication are well established to ensure information is shared openly, enabling staff to meet the children's needs. Parents are able to talk to the children's key people at any time and parents have access to their children's records. Parent's evenings are held once a term for parents and key people to discuss the children's progress in detail. The nursery actively strives to involve the parents in their children's learning and have an open door policy for parents to attend sessions. For example, one parent regularly visits the nursery and is showing the children how to sign using Makaton. Parents views are sought the suggestion box and questionnaires to ensure they are included in the self-evaluation of the nursery.

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

Children are making good progress towards the early learning goals because all staff have a clear understanding of the Early Years Foundation Stage framework. Children experience a wide range of activities and resources to promote their learning and development successfully. Children's communication, language and literacy are developing well as staff are implementing the "Every Child a Talker" programme. This is helping children build their confidence as they begin to link letters and sounds. Children have ample opportunities to mark make and older children are able to write clear, recognisable letters. Children use mathematical language during their play and learning. They describe, size, shape, position and quantity as they role play, use small world resources and take part in physical exercise. Children use their imaginations well, sharing ideas and inventing characters in the home corner. They cooperate well with their peers, discussing how the games will develop as they go along. Children's creative development is progressing well because they are able to explore and investigate the resources, paints and materials to develop their own ideas and create their own art work.. Children use a variety of techniques to join resources together and they use the computers with ease. Controlling the mouse and selecting programmes as they develop an understanding of everyday technology. Children benefit greatly from the bright and welcoming environment with posters and number lines displayed at

the children's level. Children show curiosity and ask many questions. Staff are responsive and attentive to the children's needs, making the most of incidental learning opportunities. Overall, the sessions are organised well enabling the children to take part in a wide variety of activities and experiences. However, the preparation time for large group physical activities are too long, which impacts on the time children spend participating in other play and learning opportunities.

Children develop strong relationships with staff. Younger children often hold their arms up for cuddles and snuggle into staff during story time. Older children are extremely confident and share their thoughts and opinions clearly, showing a real sense of belonging within the nursery. Children use an extensive range of tools carefully, often talking about the safety aspects of their play. They take responsibility for the safety within their play and learning environment, picking up toys and resources so that other children will not trip over them. Children learn about safety through routines and activities such as, practising regular fire drills. For example, children are able to explain exactly what happens during a fire drill, showing a clear understanding of the evacuation procedures.

Children show an exceptionally good understanding of the importance of good personal hygiene routines. Children talk about washing away the germs when they wash their hands. Staff implements stringent hygiene procedures to minimise the potential spread of infection. For example, staff wears aprons and disposable gloves when changing nappies and ensure the entire nappy changing area is thoroughly cleaned after each use. The nursery provides a wide range of nutritionally balanced meals and children talk about healthy eating. For example, children at snack time talk about their favourite fruits and vegetables and how they will help to make them big and strong. All children enjoy the fresh air daily as they access the well-equipped outdoor play areas. They take part in an extensive variety of physical exercise and particularly enjoy the "fun fit sessions" in the school hall. Children talk about stretching their muscles and how their hearts beat faster when they are active.

Children behave well because staff implements the clear rules and boundaries consistently. As a result, children know exactly what is expected of them. Staff recognises the children's efforts and achievements and praise them frequently, reinforcing positive behaviour within the group. Staff are positive role models and lead by example, actively encouraging the use of good manners. Consequently, children are polite and are beginning to show consideration for others.

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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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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	2
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
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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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	2
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	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

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