

Wendover Children's Centre

Inspection report for early years provision

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Inspector

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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Description of the setting

Wendover Children's Centre was registered in 2011. It is managed by Barnardo's, a registered charity, and provides respite care to children with special educational needs and/or disabilities. It operates from the purpose built children's centre in Wendover which is situated on the same site as several schools, a pre-school and a youth centre. It is open on Wednesday afternoons from 1.30pm to 4.30pm for 46 weeks of the year.

The setting is registered on the Early Years Register to care for eight children within the early years age range. Currently there are eight early years children on roll. Children have use of a playroom with access to a shared outdoor area. There is access to a kitchen, toilet facilities and a consulting room. The session leader is qualified to Level 3 and is supported by a number of qualified children centre and 'as and when' childcare staff depending on the number of children attending; children usually receive one to one care.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the provision is good. Staff provide a very warm and caring environment for children with many opportunities to undertake stimulating activities adapted to their individual needs. They have excellent knowledge of each child's individual needs. Excellent relationships have been established with parents which contributes to the children's individual needs being identified and met to a high standard. The importance of working with other professionals involved with children is recognised and developing. Strong leadership and management helps to ensure staff have suitable training opportunities. The evaluation process is thorough and reflects the setting accurately, indicating clear plans for further development. Unfortunately, whilst a good range of opportunities are available to children opportunities for outdoor activity are currently not available.

What steps need to be taken to improve provision further?

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

- improve opportunities for children to experience outdoor activities
- promote continuity and coherence by sharing relevant information with other settings where children receive care and education

The effectiveness of leadership and management of the early years provision

Children are safeguarded exceptionally well in this setting. Staff have a confident awareness of the action to take if concerned about a child in their care. A clear comprehensive policy guides them and informs parents and carers of their role. Staff gain comprehensive information from parents regarding children's individual health and safety needs. Appropriate training is completed before they look after children independently. For example, staff have learned how to lift safely. This commitment to training ensures specific needs can be managed competently. The majority of staff on duty have first aid certificates enabling confident management of accidents or concerns.

A comprehensive risk assessment is in place covering all aspects of the setting. This is reviewed and updated regularly and appropriate action is taken to manage risks. The attractive premises are very well equipped and well maintained providing a clean and pleasant environment. Whilst an outdoor area is available for safety reasons it has not been in use for some time and so children do not currently have any outdoor play opportunities. Outdoor play is an important sensory experience which can increase a sense of well-being.

Excellent relationships with parents are fostered through initial information sharing, a settling in period and face to face discussions at hand over. The informative handovers help parents feel confident leaving their child. Key workers ensure parents are very well informed about individual experiences in the setting. High quality information gathered from parents and professionals enables staff to work effectively with each child. Important information is displayed clearly and attractively for parents, and records of the child's activities and development are shared openly with parents. This creates a positive atmosphere where everyone is working together for the benefit of the child. Whilst good links are in place with specialist services involved with children, such as, occupational therapists and visual impairment teachers, the setting is still in the process of developing links with other settings that children attend.

The setting demonstrates highly effective skills at promoting equality and diversity as they meet the various, sometimes complex needs, of the children in their care. Sign language supports verbal communication and many children demonstrate increasing awareness as they begin to use simple signs to communicate. The environment is organised and adapted to meet different needs. For example, children can safely crawl to explore, can be propped in comfortable cushions to join in group activities and some independently move between activities making choices in their play.

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

Sensible and simple hygiene routines help to promote good health. Hand washing is encouraged before food and after nappy changes, and many children demonstrate increasing independence at this task. Children enjoy a sociable snack time of healthy foods, such as rice cakes and fruit. Those with special diets have their food at the same time in order that they can be part of the social experience of eating together. This helps to make mealtimes an enjoyable experience. Comprehensive knowledge of children's individual dietary and health needs is an important aspect of promoting each child's well-being. The high staff to child ratio promotes children's safety exceptionally well as they are supervised closely in all activities undertaken. This does not prevent children experimenting and becoming independent as the staff are skilful and observant and intervene if necessary. Records of the children's progress are effective in monitoring and extending their learning and development. They identify developing skills and suggest the next steps in learning, taking into account the knowledge of other professionals and parents.

Each child attending has different needs. The learning environment is skilfully set out in preparation for children's arrival providing a variety of safe but interesting and stimulating experiences. Language is encouraged through one to one interaction. Adults model language very well as they ask open questions encouraging responses and participation. Sign language supports interactions and encourages communication. Group time provides an opportunity for recognition of each other. Staff and children sit together and sing the greetings song, children enjoy this experience and show awareness of the sign language as they copy actions. Tactile experiences provide children with opportunities to develop their senses and fine physical movements as they roll the marbles through the flour and pat and squeeze the sparkling dough. Some children act out experiences in the home corner as they explore the resources. Staff seize opportunities to increase children's awareness of quantity, position and size through their skilful interactions. For example, when a child collects marbles from the flour activity, the adult encourages awareness of quantity as she encourages the child to count them and to look for more. Another takes interest in who wears spectacles and points out all the spectacle wearers in the room. Children use paint, cotton wool and glue to create a Christmas picture gaining pleasure from the experience of spreading glue and making marks with paint. Physical development is promoted on a very individual basis. Staff understand the children's individuality very well and promote physical opportunities relevant to their particular needs. For example, this maybe making sounds to encourage a child to turn their head, encouraging a child to pat or squeeze the dough, throw a ball, crawl or walk.

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	1
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

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

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	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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