

Dingley Family and Specialist Early Years Centre - Reading

Inspection report for early years provision

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Inspector

Melissa Cox

Setting address

Community Centre, Kennet Walk, READING, RG1 3GD

Telephone number

01183277424

Email

jane.amin@dingley.org.uk

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*.

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Description of the setting

Dingley Family and Specialist Early Years Centre - Reading registered in 1996 and re-registered at the same premises in 2011. The centre is a voluntary organisation with charitable status run by a management committee. It provides places for children from birth to five years, who have special educational needs and/or disabilities, to develop skills through therapeutic play. It operates from the Kennet Walk Community Building, near to Forbury Retail Park, in the centre of Reading, Berkshire. Children have use of two playrooms spread over two floors, a sensory room and an enclosed, outdoor area. There is lift access to the first floor. Children attending the centre come from Reading and the surrounding areas.

The centre is registered on the Early Years Register to care for 20 children in the early years age range. There are currently 44 children on roll, who attend for a variety of sessions. The centre provides funded early education for two-, three- and four-year olds. Opening hours are during term time only. Sessions are each weekday from 9.15am to 12.15pm and four afternoon sessions operate on Monday, Tuesday, Wednesday and Thursday from 12.45pm to 2.45pm. There are eight staff employed to work with the children. All have suitable childcare qualifications and experience of working with children with special educational needs and/or disabilities. The centre employs a number of volunteers and receives support from a variety of specialists and the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children make rapid progress as their individual needs are met extremely well through personalised planning and rigorous assessments. All children flourish with the support, care and dedication demonstrated by each member of staff. The centre provides an excellent environment with most activities fully embedded in planning. Excellent partnerships with parents and other external agencies contribute exceptionally well to the quality of care and education offered. The centre is expertly managed by a team of staff who are hands-on and totally supportive of children and their families. There is a clear vision for the future and systems are in place to continually evaluate the centre to ensure that continuous improvement is highly sustained.

What steps need to be taken to improve provision further?

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

- enhancing the planning to allow for the use of technology to be fully embedded into daily routines.

The effectiveness of leadership and management of the early years provision

Children are extremely well protected as staff have excellent awareness of their role and responsibilities with regards to safeguarding children. Staff are very familiar with the highly established processes in place, should there be any concerns, and regular training ensures their knowledge is up-to-date. Implementation of all mandatory documentation, and of meticulously detailed policies and procedures, ensures the safe and efficient management of the Early Years Foundation Stage. Risks to children are effectively managed through the use of detailed risk assessments, which are reviewed on an annual basis. Any areas requiring attention are acted on immediately to help ensure that children are kept safe, both in the centre and on outings. This also enhances children's safety and welfare, as well as meeting their individual needs. There is a robust, vetting process to check that all adults having contact with children are suitable to do so.

The premises are warm and welcoming and staff's knowledge of children's individual needs promotes a feeling of security and self-worth. The very effective use of resources and excellent deployment of staff fully support excellent outcomes for all children. All furniture, equipment and resources are of high quality and suitable for the ages of children to fully support their learning and development. The play spaces are imaginatively organised, allowing children to explore and investigate the wide ranging experiences on offer. Key persons are most effectively assigned to children so their individual needs are met, to monitor their development and to form exceptional relationships with parents. The centre is highly committed to providing a fully inclusive provision and staff go over and above required expectations to ensure that all children's needs are met. Staff seek a wide range of training, advice and support and welcome regular visits from outside agencies to work in excellent partnership. This improves their knowledge and ability to ensure all children thrive in this adaptable environment.

The considerable importance the centre gives to the partnership with parents is inspiring. All parents and carers are clearly involved, well informed and express pleasure in the 'family atmosphere' at the group. Parents and carers are seen as an integral part of the centre and staff work very closely and effectively with them to ensure that children's needs are fully met. In-depth information regarding children's routines and care needs develops consistency between home and the centre and help all children to settle well. Parents are welcomed into the centre and staff spend time at the start and end of every day chatting to them and passing on information. There are very good systems in place to ensure that parents and carers of children, who are transported to and from the centre, are kept fully informed. Parents are regular visitors to the centre, sharing information with children about their differing cultures, home languages, festivals and traditions.

There are inspired vision and high aspirations shared by the manager and staff at the centre. Staff are dedicated and enthusiastic about the service they provide. The high motivation of staff is supported by valuable systems for continued

professional development, ensuring children are cared for by enthusiastic and appreciated adults. Staff talk with pride about the work that they do and there is a feeling of total commitment and enjoyment throughout the staff group. The excellent leadership, involvement of a supportive management committee and excellent staff relationships promote efficient team work. All staff are proactive in the implementation of their roles and daily responsibilities; this ensures children are closely supported and are kept active and engaged at all times. Constructive methods of self-evaluation and detailed, action plans have enabled valued opinions of staff, parents and advisory professionals to be listened to and acted upon.

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

All children thrive in this vibrant and child-centred atmosphere. Children eagerly enter the centre, ready to engage in play. Each child's key person plays a significant role in their care and learning, as they spend much one-to-one time talking and playing with them. This promotes very high levels of self-esteem and ensures children feel exceedingly valued and special and inspired to learn. Staff sensitively assess and observe children and continually monitor their progress towards the early learning goals. Valuable, systematic and spontaneous observations and assessments are used efficiently to plan for children's next steps for future learning. Staff are highly efficient at using this information; they develop objectives to ensure that all children achieve as much as they can according to their individual abilities and learning styles. Staff highly value and make full use of information from parents and successfully use this to shape the direction of each child's learning.

Staff strive to ensure that children have fun and enjoy all aspects of their time here; this is evident in the smiles and laughter that exude from both children and staff. Staff are highly passionate about providing the best possible start for all children and instinctively use fun activities to promote many areas of learning. Children thoroughly enjoy the resourceful balance of adult-led, freely-chosen and child-led activities. Children confidently use programmable toys in their play. However, regular use of technology to support their learning is not fully embedded in planning to enhance their skills for the future further. Children have extensive opportunities to be creative and to explore. They experiment with paint, making prints from 'welly' boots, and enjoy the texture and sound of a messy play activity involving cornflakes. All children make exceptional progress in communicating with others, owing to excellent interaction from staff. Children employ a range of methods to communicate, including Makaton signs and symbols, while others use a picture exchange system. Skills are further promoted through pictorial signs and labelling, which enhance children's understanding of the written word. Staff use these additional methods very effectively, enabling children of all ages to express themselves and make their needs known. Children enjoy a very wide variety of books, including fiction and non-fiction, magazines and homemade books. The support and care that children receive, and the bonds they are forming with staff, enable children to feel secure and safe in their environment. Children learn to behave in an appropriate way. Staff have high expectations to develop and support

this. They act as positive role models as they foster children's self-esteem and offer praise and encouragement at all times. Children's enjoyment at being in the centre is evident, as laughter and excitement reverberate throughout the building.

Children's health and well-being are significantly enhanced. This is due to the successful promotion of regular access to fresh air and exercise and of healthy eating contributing to a healthy lifestyle. Staff use snack times to extend children's understanding of healthy eating and children skilfully use cutlery to cut their own fruit with very effective support. High priority is given to health aspects, with children having comprehensive understanding of the need to wash their hands before eating food and after toileting. Staff ensure that robust nappy changing arrangements are in place. Opportunities for outdoor, physical play are plentiful and staff make very good use of the play space available which allows for play in or out of doors. Children show great enjoyment as they pour water from watering cans and enjoy digging and tending vegetables in the numerous growing areas. They have very good opportunities to enjoy climbing, riding wheeled toys and throwing and catching balls. Expeditions to local play parks further develop children's skills to safely explore and investigate the environment.

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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