

# Street Childrens Centre

Brooks Road, STREET, Somerset, BA16 0PR

## Inspection date

Previous inspection date

13/09/2012

Not Applicable

## The quality and standards of the early years provision

### This inspection:

1

Previous inspection:

Not Applicable

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

## The quality and standards of the early years provision

### This provision is outstanding

- Highly effective key person systems enables all children to feel extremely valued and secure.
- Children's needs are extremely well met through well planned, interesting and challenging experiences.
- All children make rapid progress in their learning and development in relation to their starting points. Support for children with additional needs is inspiring.
- Children are exceptionally well motivated, happy and eager to learn. They show high levels of independence and a readiness to move on to the next step in their learning.

## Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

## Inspection activities

- Activities were observed in the indoor environment.
- Discussions were held with staff.
- The inspector sampled a range of policies and procedures.
- The inspector met with the manager.

## Inspector

Michelle Tuck

## Full Report

### Information about the setting

Street Children's Centre is a purpose-built unit, operated by the local authority, situated at Brookside primary school in Street, Somerset. The nursery was registered in 2008. The premises include the Children's Centre, school premises and administration buildings. The centre also offers meeting rooms for local childminding network and health professionals; and family rooms for the local community. The setting is in receipt of funding for free nursery education for two year olds. There is a fully enclosed outdoor area which also includes the school playground and field. The centre provides care for children from birth to 11 years old. It operates from 8am until 6pm all year round. The centre supports children with learning difficulties and/or disabilities. There are current 32 children on roll from birth to three years. There are 15 members of staff, of which two have qualified

teaching status and two have early years professional status.

## **What the setting needs to do to improve further**

### **To further improve the quality of the early years provision the provider should:**

- Develop story time further by providing puppets and other props to encourage listening and responding when singing a familiar song or reading from a story book.

## **Inspection judgements**

### **How well the early years provision meets the needs of the range of children who attend**

Children are given an excellent range of opportunities to play and explore in all areas of learning. Highly skilled staff know the children extremely well and provide a wealth of exciting activities and play experiences tailored to their individual needs and interests, which enables children to make rapid progress in all areas. Children that have additional needs are exceptionally well supported so that they too make rapid progress in relation to their starting points.

Children's language development is given a very high priority. Confident and skilled staff constantly interact with young children, extending their vocabulary and helping them to build sentences. The early years team leaders expertise and enthusiasm for developing children's communication skills through implementing the 'Every child a talker' programme has had an outstanding impact on the progress that children make. As a result children are more confident from an early age to begin practicing with sounds and they can be seen babbling with staff who in return babble back in a 'real' conversation. Activities are motivating and develop children's self-esteem and confidence. Mark-making and number recognition are integral to play and form an outstanding basis for encouraging children's interests in the printed word, writing and mathematical ideas. Children successfully develop personal and social skills. For example, they share and take turns instinctively and help one another to put aprons on without being asked. Snack and lunch times are enjoyable social occasions when staff encourage simple hygiene routines, good manners and lots of conversation about the food. Children have an excellent understanding of the need to keep fit and healthy. All physical needs are catered for, and children are contented because they have plenty to eat and drink, are clean and comfortable because nappies are changed regularly, and children sleep when necessary. Children are healthy and energetic and spend a large part of their day outdoors. They develop excellent physical skills through ride on toys, running, climbing and using child-size equipment, such as spades to dig with.

Activities are planned exceptionally well, informed by incisive observations and assessments on an ongoing basis. Staff use this information to ensure that children

receive the exact support they need. Highly effective systems are in place to help prepare children to move on to their next stage.

### **The contribution of the early years provision to the well-being of children**

Children display extremely high levels of confidence and self-esteem. They chat confidently to adults and work very well with other children in activities, such as using the computer and playing with cloud dough. Most children settle quickly and those that are new and unsettled are supported very well. Key person systems are highly developed, providing children with a secure base from which to explore and develop their independence.

Children display a strong sense of security within the nursery. They confidently move around the areas available. They are learning to assess risk as they talk about what they need to do before they cross the zebra crossing painted on the playground floor, and discuss why they need to walk inside the classroom.

Children show a superb awareness of their health and safety as they move around the nursery with care. Older children are highly considerate of younger ones. Children of all ages have free access to outdoor areas at all times, which has a very positive impact on developing their physical skills and allows them to make choices and initiate play. Children confidently decide what to do and interact particularly well with one another as they take part in joint activities, such as playing with different containers and utensils at the sand tray. They use a wide variety of technology competently, including a computer.

Children make impressive strides in their learning and development. All staff interact with children purposefully and sensitively to build on what they know and can do. Because all key adults know their children's capabilities extremely well they can weave their next steps into the planning and daily routines. As a result each child is fully challenged and extended. For example, during the toddler's snack time staff encourage simple counting, and use of signing alongside talking promotes personal independence for specific children.

Children are very well supported to make the transition from the baby room to the main nursery and then onto school through excellent systems which are fully embedded. This involves joint parent evenings with the current and the next key person, opportunities for the babies to spend time in the nursery room and nursery children to explore the experiences with the reception children.

### **The effectiveness of the leadership and management of the early years provision**

Staff are highly experienced, well qualified, enthusiastic and their morale is very high. They work highly effectively as a team and the manager regularly reviews their performance to ensure their continued suitability and individual professional development. They are fully involved in monitoring and analysing the provision and use feedback from

parents and children effectively to help them in this process.

Meticulous attention to safeguarding means that children are protected from harm and feel extremely safe. There is an excellent awareness of safeguarding issues among all staff and, as a result, they are confident in implementing child protection procedures. All are trained in child protection and the designated person keeps safeguarding children at the forefront of her mind. She undertakes regular safeguarding meetings with the Children's Centre manager and plays a full role in initiating procedures when concerns are raised. Children are also safeguarded by extensive recruitment and vetting procedures which help to ensure that staff are suitable to work with children. Extensive risk assessments are carried out for the rooms used, activities undertaken both indoors and outdoors, and of the equipment used. As a result children can play safely at all times. Staff recognise that children learn best when they are safe, healthy and secure. All staff have an excellent understanding of how to promote children's welfare and robust systems are in place to monitor and review the policies and procedures and their implementation.

Staff maintain exemplary observations of children's progress and share these with parents very effectively to plan children's next steps in learning. They use highly effective records to identify gaps in learning across the nursery and for individual children who need more help and support. Children are making outstanding progress in their learning and development as a result.

The management team is exceptionally successful in inspiring the staff. They have extremely high expectations and set very high standards in professional development. Belief in the nursery's success runs throughout the whole staff team. The nursery has rigorous and ongoing systems for self-evaluation, with plans for continuous improvement high on the agenda.

Staff and parents enjoy a close working relationship. Parents are kept very well informed about all aspects of their children's achievements, well-being and development. Staff are available to chat to them on a daily basis and parents are offered regular meetings with their child's 'key person'. Both parents and the children are actively encouraged to contribute to the children's learning record which ensures that all are fully included in children's learning. Staff also enjoy highly effective working relationships with other services and early years providers. They have well-established channels of communications with agencies, such as the speech and language therapists, and health visitors. They have excellent links with the school that the children usually feed into and with other local settings. This ensures a shared approach to children's care and learning.

New members of staff are paired with a more experienced staff member to shadow. This forms part of their induction and training. Professional development is monitored very well by the centre manager and training needs effectively identified to ensure ongoing improvements.

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY368874
<b>Local authority</b>	Somerset
<b>Inspection number</b>	804836
<b>Type of provision</b>	

<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	18
<b>Number of children on roll</b>	32
<b>Name of provider</b>	Street Childrens Centre
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01458 443340

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### **Type of provision**

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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