

Parks and Walcot Children's Centre

Goddard Park Primary School, Welcombe Avenue, Swindon, Wiltshire, SN3 2QN

Inspection date	25/09/2012
Previous inspection date	05/01/2006

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Skilled staff facilitate children's development across all areas of learning through play, strongly supporting children with additional needs and their families.
- Staff gain an in-depth view of children's starting points and plan educational programmes that provide interesting and challenging experiences, particularly to promote young children's communication and language.
- Known adults effectively support children to settle and form emotional attachments, fostering their personal and emotional development well.
- The provision strongly meets all requirements to safeguard children's welfare. Staff maintain detailed, daily documentation to consistently meet children's care needs.
- The management has a clear vision to inspire staff to develop professionally and to monitor the provision. It is evident that the entire staff team work together successfully to maintain continuous improvement of the provision.
- Staffs' commitment towards families and partnership working enhances children's learning and development. As a result their progress is good and sometimes outstanding.

It is not yet outstanding because

- Staff are still working towards planning the most effective use of routine and space for the oldest children.
- The range of open-ended and natural materials to support children's imaginative play outdoors is more limited than in other areas of the provision.

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

- The inspector observed activities in the three different play rooms and the outside learning environment. A shared observation was completed with the leader in the pre-school room.

- The inspector held meetings with the deputy head/nominated person, early years lead, senior early years education and day care coordinator, special educational needs coordinator and some staff, including key persons.

- The inspector looked at children's assessment records and at a range of documentation. This included planning, monitoring records, policies, staff records, the complaints log and some daily records.

- The inspector took account of the views of parents spoken to on the day and from information included in the setting's own parent survey.

Inspector

Angela Cole

Full Report

Information about the setting

Parks and Walcot Children's Centre includes Goddard Park Daycare Centre and opened in 1998, before re-registering in 2005. It operates from premises in Goddard Park Community Primary School, Park North in Swindon, Wiltshire. The provision includes day care for children from three months to four years and pre-school sessions for children aged three and four years. The centre opens Monday to Friday for 48 weeks of the year. The day care opens from 8am to 6pm and pre-school sessions are from 8.30am to 11.30am and 12.30pm to 3.30pm during term time.

The provision is registered on the Early Years Register. There are currently 124 children on roll in the early years age range. The centre supports a number of children with special educational needs and/or disabilities and a number of children speaking English as an additional language. It is in receipt of funding for the provision of free early education for children aged two, three and four years. There are 18 members of staff working with the children and 16 of these hold relevant childcare qualifications. These include one member of staff with a qualification at level 6, two with Qualified Teacher Status and three with Early Years Professional Status. There is one member of staff working towards a qualification at level 3 and two are gaining a further qualification.

What the setting needs to do to improve further

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

- revise the routine and use of space for the oldest children to assist and maximise their independent learning
- extend children's access to a range of outdoor, open-ended and natural materials for them to arrange, compare and order.

Inspection judgements

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

Staff have considerable, positive impact on children's learning and development, so that children make good and sometimes outstanding progress. They focus on children's capabilities so they are well aware of children's individual starting points, the length of time they have been at the centre and how often they attend. The educational

programmes for all seven areas of learning effectively help children to reach, and sometimes exceed, expected levels of development. Babies, toddlers and pre-schoolers achieve particularly good personal, social and emotional development. They enjoy the challenges to develop physically and receive plenty of well focused stimulation from attentive staff to extend their communication and language skills. Older children receive clear support in literacy and mathematics, for example, in use of initial letters, writing their names and in counting. Children have ample opportunities to develop understanding of their environment. They explore the local community, for example, on visits to the library and the adjacent school areas. From a young age, they express their ideas through imaginative play and art and design. For example, toddlers imitate adults speaking on the telephone and older ones create dens using tyres and materials.

Overall, staff have good knowledge and understanding of how to promote learning. For babies and children under three years, staff demonstrate great enthusiasm and energy in motivating children to engage in their chosen play and with others. Staff cuddle and caringly support babies to explore the wide variety of sensory materials within reach, including metal objects and interesting items of clothing. They provide a wealth of natural and malleable materials for toddlers to investigate, such as dough which they 'squash and squeeze' and water with interesting sponges. Staff provide extensive commentaries on children's activities and chosen play to effectively extend their communication and language. Staff in the pre-school effectively follow children's interests, for example, when they wish to write the letters of their names, and by talking about colours when they come to the painting area. Children receive good support to concentrate from staffs' interest in their activities though the routine includes non-essential changes which interrupt their focus. They well encourage children's thinking by arranging resources in areas and asking open questions, for example, about the food at the snack cafes.

All babies and children receive good support to acquire the skills and capacity to develop and learn effectively, and to be ready for the next stages in their learning. From a very young age, children show interest in the attractively presented resources, so they concentrate and persevere in their play, such as dressing dolls and making marks in glitter using brushes. Several different approaches to teaching children to communicate, use language and to develop early reading and writing skills are having a noticeably good impact on children's learning. For example, staff are skilled at using 'Letters and sounds' activities. The 'Every child a talker' and 'Bristol speech and communication' programmes' effectively help children progress and for staff to close gaps in learning.

Staff use a consistent programme for planning and assessment throughout the provision, which is revised to reflect the new Early Years Foundation Stage. For example, senior staff have a good understanding of the requirement for the two-year-old progress check and are in close contact with local health visitors. Staff are currently closely observing children as they settle in, making detailed observations in each area of learning, preparatory to devising their next steps for learning. The planning effectively includes children's noted preferences and suggested approaches for learning at different levels. Pre-schoolers benefit from strong preparation to move onto school. As the provision is based on a school site, they become familiar with the area and with school personnel. Staff strongly encourage them to talk about their older brothers and sisters in school.

For children learning to speak English as an additional language, staff focus particularly well on their communication and language skills so that they work towards expected levels of progress. Staff consistently make frequent use of signing and pictures to communicate to well support children to share their feelings, ideas and needs. Children with special educational needs and/or disabilities receive especially strong support to progress and achieve in line with their capabilities. Staff provide one-to-one focused teaching that is firmly based on these children's individual play plans.

Staff interact well with parents to help them and their children to settle, for example, carrying out a home visit for each child. This successfully helps staff to connect with families, especially those who find this difficult. As a result, staff engage parents well in their children's development and learning in the day care and at home. They help parents share what they know about their children through conversation and written comments. They successfully keep parents informed about their children's achievements and progress, for example, involving parents in focused meetings and 'stay and play' sessions. As a result, the provision is effectively rigorous in meeting the needs of the range of children who attend.

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

The use of the key person system and consistent room staff effectively enables children to form strong bonds and secure emotional attachments with their carers. This applies, especially, to very young children and those in need of additional support. Well known adults attend to babies' and children's care needs and they follow home routines wherever possible. Staff are responsive to young children's emotional expressions and offer good support for older children to begin to communicate about their feelings, for example, through use of picture boards. As a result, staff successfully foster children's physical and emotional well-being. Children receive good support so they are well prepared for their moves to the different rooms within the day care and into reception class. For example, key persons pass on information between rooms and to the school to support the moves. A number of staff teach in both the baby and toddler rooms so that children see familiar faces when they join the middle room. Such consistent practices have a positive impact on children's confidence and self-motivation.

Supportive procedures for care practices enable children to be happy and enjoy what they doing. Staff plan unhurried snack and meal times so that babies and children gain confidence and skills to socialise with the adults and each other. Staff encourage this well, inviting children to join group activities so that they can enjoy playing with the friends they make. Children learn to behave well and are encouraged to follow positively-worded rules, including 'remember to be polite'. Staff effectively help children to play amicably and take turns. For example, very young children share equipment, such as dolls and their clothing; pre-schoolers respond well to reminders to take turns to speak and to listen to others' ideas. Children enjoy taking responsibility. For example, they are keen to help fill a tray of toys with water and respond well when asked to tidy a given area.

From a young age, children develop good independence in personal hygiene, dressing and

eating through consistent and timely support from staff. The range of resources and the arrangement of the learning environment effectively support children's all round development, overall. Babies enjoy the variety of activities that staff offer in their outdoor area. When mobile, they move freely around the indoor spaces and enjoy choosing whether to play indoors or outdoors within the daily routines. Babies and children develop well as they explore their surroundings. They gain confidence to choose resources from low-level storage in each room. Staff effectively resource different learning zones though an area in the pre-school room is not best organised to provide open access for children's play. In the spacious, outdoor area, children dig in the large sand-pit, build with large plastic bricks and make marks on the drawing table. Staff plan to extend physical equipment that is challenging. However, they have not fully developed children's independent access to a wide range of outdoor, natural and open-ended materials to support their imaginative play.

Children settle happily and show they feel safe and secure. They effectively learn to keep themselves safe by being taught how to use tools safely, such as table knives to prepare sandwiches. They regularly practise how to leave the building in an emergency situation. Older children effectively manage small risks in controlled circumstances. For example, they climb and balance on the school adventure playground and they enjoy woodland activities once or twice each week. Children receive good support to learn about healthy lifestyles, including the importance of a healthy diet and physical exercise. They choose to drink milk or water and enjoy nutritious foods for their breakfast, dinner and snacks. They choose to spend extended times outdoors in energetic and quieter play.

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

The provider has an in-depth understanding of their responsibilities in meeting the learning and development requirements and is inspirational in outlook to develop current practice. The management coordinates the educational programmes for all of the early years education on the school site and has a thorough overview of the planning and delivery of the educational programmes. A detailed procedure is being adapted and adopted to monitor the consistency of learning through assessment of all children. Close monitoring of the progress of groups of children who need extra support works particularly well to close gaps in learning. Committed room staff meet frequently to monitor and revise their planning. As a result, this effectively well covers all areas of learning and reflects the needs, aptitudes and interest of children.

There is a strong emphasis on safeguarding practice as staff well understand the policies and procedures. All staff undergo child protection training and the designated person has attended extended training. Arrangements mean that staff are well placed to respond where they have concerns about children. Senior staff contribute to an effective risk assessment programme so that the premises are safe, secure and suitable for children. They complete detailed risk assessments to keep children safe on outings. Robust recruitment procedures are implemented to check that adults working with children are suitable for their roles. There are effective systems for performance management that

include regular supervision meetings and professional development which takes close account of staff needs. Staff effectively implement regularly revised policies and procedures that reflect daily practice.

The management and leaders knows the provision well. They use rigorous and effective systems for self-evaluation that inform their priorities and use these to set many challenging targets for development. Staff have effectively acted upon recommendations raised at a previous inspection to significantly improve safeguarding, documentation and aspects of the educational programme. They welcome and responsibly act upon focused areas for development raised through county and local authority sources. They implement well-focused improvement plans through engagement with staff, children, parents and carers. Staff always consult families, for example, about children's individual play plans. The management is striving to set up a parents' forum and to achieve parents' contributions to their children's learning records.

Staff have highly effective partnerships with parents and external agencies that help to secure interventions for children to receive the support they need. As a result, staff strongly engage with a very wide range of health, medical and educational professionals. Staff are conscientious in contacting other providers to secure arrangements for information sharing and partnership working. As a result, they use thorough systems to identify all children's needs and help them to make progress.

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

Not Met	registration. The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.
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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

Unique reference number	EY302989
Local authority	Swindon
Inspection number	884436
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	105
Number of children on roll	124
Name of provider	The Governing Body of Goddard Park Primary School
Date of previous inspection	05/01/2006
Telephone number	01793 342347

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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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