

# Camrose and Sure Start Children's Centre

Camrose Centre, Streatfeild Road, NORTHAMPTON, NN5 7DE

<b>Inspection date</b>	22/10/2012
Previous inspection date	11/02/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>1</b>
	Previous inspection:	1
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

- Children are motivated, confident and independent learners because they are very well supported by high quality teaching that is effective in ensuring active learning through play and exploration.
- The key person system is highly effective and ensures that children form strong and secure attachments. Staff have very detailed knowledge about each child, drawn from information from parents, other agencies and their own observations and this is consistently very well used to meet children's individual needs.
- Partnerships with parents and other agencies are outstanding and ensure seamless support for children's learning and development.
- Staff provide exceptional support for children with additional learning and developmental needs, involving both parents and other professionals. This ensures children make rapid progress in their learning given their starting points.
- Staff's considerable knowledge and experience of safeguarding and support for all aspects of children's welfare and well-being means that children feel safe and secure in a stimulating and inviting environment.
- The management team has a very positive impact on securing a high quality provision; setting high standards, monitoring effectiveness, investing in staff development and demonstrating a constant drive for improvement.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the dining room, babies, toddlers and pre-school rooms and when children were playing outside.
- The inspector spoke with the Head of Centre, her deputy, the Head of Nursery and key people in one-to-one meetings and at appropriate times.
- The inspector looked at children's files, planning documentation, assessment documents and a selection of policies and children's records.
- The inspector also took account of the views of parents spoken to on the day.

## Inspector

Maggi Hunt

## Full Report

### Information about the setting

The Day Nursery in the Camrose Sure Start Children's Centre was registered in 2004. It is located in the Spencer Ward of Northampton. The nursery operates from 8am to 6pm

each weekday for 50 weeks of the year from purpose-built premises in the Children's Centre. The nursery comprises of a dining room, five base rooms with free-flow outside play areas, including an organic garden. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It receives funding for the provision of early years education to three- and four-year olds and funding for priority children across all ages.

There are currently 104 children aged between three months and under five years on roll. Children attend mainly from the local area. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language.

A management board governs the operation of the Children's Centre and the Head of Centre is responsible for the management of both the Children's Centre and the Day Nursery. A Head of Nursery oversees the day-to-day management of the Day Nursery. There are 39 staff employed to work in the nursery; almost all hold appropriate early years qualifications. In addition, three qualified teachers and one practitioner with Early Years Professional status are employed. The setting receives support from the local authority.

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

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

- continue to develop the monitoring of planning and assessment to ensure that the existing highly effective systems are further refined to include even greater attention to the development bands in the 'Development Matters' guidance.

### **Inspection judgements**

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

Staff in the setting have an excellent understanding of how to secure children's progress in the Statutory Framework for the Early Years Foundation Stage. They deploy teaching methods that not only match children's age and stage of learning and development but are also focused on each child's individual needs. For example, in the baby room, a focus on a particular child's need for routine and security that will support his emotional and social development, is fully understood and implemented by all staff through an individualised programme. As children grow older, staff make very skilful use of questions and commentary to encourage them to think critically, solve problems, predict outcomes and extend and deepen their learning. For example, in the pre-school room, in a

construction activity, a discussion about how many wheels a vehicle might need, using how and why questioning, challenges a child to think. In the toddler room, where a child was experimenting with using sticky tape, a practitioner was engaging the child by exploring cause and effect, ensuring that she could test out ideas and theories.

The whole environment is used extremely well to support and extend learning through children's active involvement. Adults provide resources that are either used by them to lead an activity, for example, the creation of an autumn wall frieze, using leaves of differing shapes and textures, or by offering children scope to initiate their own play. For example, children use large cardboard boxes as dens or beds or to role play any scenario of their choice. The nursery provides a print-rich environment with interesting displays of children's work, and labelled and annotated posters plus signs which support their understanding of the written word and encourages a feeling of self-worth. Lunchtimes in the dining room offers, not only opportunities for lively discussion about likes and dislikes and healthy eating but also supports children's independence. For example, even the youngest children learn how to use utensils properly. Snack times are maximised for learning in all areas, as children 'read' from the snack menu which is comprised of words and symbols, that indicates how many of each item children may take for their snack. Outside play also supports all areas of learning, as children look at books with staff, learn about the world around them and also run, climb and jump on appropriately challenging resources. Both toddlers and pre-school children enjoy exploration and experimentation in exceptionally well planned and resourced sand play areas.

Many children in the setting require additional support in their communication and language development, and the setting provides exceptional support in this area of learning. All older children are screened on entry to assess their communication skills and any identified as in need of additional support access a programme that offers one-to-one activities, careful assessment and the identification of specific targets for improvement. Many children move quickly through the programme, thus ensuring they make very good progress in the Early Years Foundation Stage given their starting points. In addition, very good use is made of information provided by parents and advice, guidance and strategies offered from external professionals are used to excellent effect.

Systems to assess children's starting points on entry into the setting are robust. An assessment using the developmental bands in the 'Development Matters' guidance is used and this baseline entry is then used to evaluate children's progress. All staff have a very secure understanding of teaching and learning and have amended planning, observation and assessment to reflect recent changes in the framework. An extensive range of styles of observations are undertaken that ensure children's learning and development is closely monitored and attention focused on their next steps in learning. Having implemented the changes, staff are aware that they now need to evaluate the new tools and are totally committed to devising exemplary systems. Exceptionally strong partnerships with parents mean that information is shared about children's learning informally and through written evaluations and parental consultation sessions. Parents are offered advice on how to extend and support their child's learning. They also provide useful information about what the child is learning and is interested in at home so staff can incorporate this into planning.

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

The key person system in the day nursery ensures staff know children extremely well and can support their learning and development exceptionally well. Staff have an assured knowledge about children, even when very new to the setting. Babies also settle well because staff take the time to find out about their routines at home and their likes and dislikes. They can then ensure continuity by following the same sleep and feeding patterns.

Children are confident and enthusiastic learners who eagerly join in with activities. They make choices about whether to play inside or outdoors. They cooperate well with each other and the adults in the setting, taking turns and solving minor disputes through negotiation. Behaviour in the nursery is very good. Staff deal quickly and effectively with any issues, using well planned strategies that take account of each child's needs, circumstances and stage of development. Children are developing caring attitudes as staff support them to understand the consequences of, for example, boisterous behaviour. Children are developing excellent self-care skills. For example, they follow lunch, snack time and hygiene routines. Older children access and put on their coats when they decide they wish to play outside which supports them in preparation for school. Staff are good role models and ensure good care and hygiene practices, especially with the very youngest children, to minimise the spread of infection. Snacks and meals, prepared in the setting, ensure children receive a healthy balanced diet. Healthy exercise and children's physical development are prioritised. Staff are keen to challenge children to calculate risk and to develop skills. They are aware that a number of their children thrive in the outdoor environment.

Children's well-being is further supported by staff's attention to welfare and safeguarding requirements which are rigorously implemented through routines, procedures and documentation. The setting enjoys exceptionally positive relationships with both parents and other agencies and this also has a positive impact on children's overall well-being. Good record keeping and effective communication ensure transitions within the nursery, from one age group to another, are smooth and effective. When older children transfer to school, staff provide a summative assessment that includes information from the parent and child, as well as the setting, and also exchange visits with teachers.

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

Leadership of the nursery is exemplary and extremely effective in supporting continuous improvement. Consistent monitoring and robust evaluation of the quality and standards of the provision ensures that the management team accurately identify key strengths. Despite a record of outstanding practice, they recognise that areas for development and refinement are always necessary to secure improvement and avoid complacency. The views of both children and parents are also valued and respected when evaluating the

provision.

Safeguarding and children's welfare are afforded the highest priority. The management team is extremely experienced and often leads in a multi-agency approach, when working with vulnerable families and children, drawing on their knowledge of the child and the expertise of other agencies. All staff are secure in safeguarding procedures and several staff members have accessed safe recruitment training. A rigorous recruitment and induction programme ensures high standards are maintained.

Since September, the team has focused on the implementation of the revised Statutory Framework for the Early Years Foundation Stage, ensuring all learning and development requirements are comprehensively met. Highly effective systems to ensure that children's individual learning and development needs are being fully supported have been devised. The management team recognises a need to evaluate this new development and the need to continually monitor and refine the staff's attention towards the development bands of the 'Development Matters' guidance. The Head of Centre has recently re-deployed her staff to enable the Head of Nursery to focus even more sharply on overall monitoring and evaluation. Reviewing the performance of groups of children and measuring children's individual progress is already in place and results used to inform practice. Leaders are firmly committed to support staff in their professional development and performance and recognise the positive impact on outcomes for children. Training needs are clearly identified through appraisal and monitoring of staff performance, including observations of practice, and an individual training plan and record is held for each member of staff.

Parents of children attending the Day Nursery also attend courses and sessions in the Children's Centre. They are extremely positive about the services they access and the quality of care and support for learning provided for their children. The close and effective partnership working with other agencies, such as, children's services, health, police and housing, established in the children's centre, supports parents and children attending the Day Nursery. Trust and recognition of the significance and value of working in partnership with parents and others involved in children's care are a cornerstone of this outstanding setting.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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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>	EY281304
<b>Local authority</b>	Northamptonshire
<b>Inspection number</b>	819979
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	109

<b>Number of children on roll</b>	104
<b>Name of provider</b>	Northamptonshire County Council
<b>Date of previous inspection</b>	11/02/2008
<b>Telephone number</b>	01604 585219

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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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