

Dingley Family Specialist Early Years Centres

All Saints (Aided) Primary School, Norreys Avenue, WOKINGHAM, Berkshire, RG40 1UX

Inspection date	05/11/2012
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Each child's unique and complex individual needs are recognised and met extremely well owing to the exceptional partnerships in place with parents, health professionals, a range of specialists and other childcare settings.
- Staff provide an excellent environment where all children and their families are welcomed, supported and fully included. Children are happy, settled and thoroughly enjoy their time at the centre.
- All staff are extremely knowledgeable about each child's specific needs and work together as a team to help every child make progress and develop in their own unique and individual way.
- The management team and staff are inspirational and have a clear vision for the future. Their excellent self-evaluation systems help to ensure continuous development of the centre.

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 a range of activities in a variety of rooms including the sensory room, as well as observing the interaction between staff and children.
- The inspector and manager undertook a joint observation of welcome and singing sessions.
- The inspector sampled a range of documentation, including children's learning journeys, planning documentation, self-evaluation and staff suitability records.
- The inspector had discussions with the manager, staff and parents, taking into account their views on the day.

Inspector

Anne Faithfull

Full Report

Information about the setting

Dingley Family and Specialist Early Years Centres, Wokingham, registered in 1996 and re-registered at All Saints School in 2012. The setting 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. The children have use of an area within the school, which consists of several small rooms and an enclosed outdoor area. Children attending the

setting come from a wide geographical area within the Wokingham Borough. There are currently 25 children on roll who attend for a variety of sessions. The setting is in receipt of funding for the provision of free early education to children aged three and four year. Opening hours are term time only, Monday to Friday from 9.30am to 12.30pm. Afternoon sessions operate on Wednesday, Thursday and Friday from 1pm to 3.30pm. Some children can stay all day on Tuesdays from 9.30am to 2.30pm. Nine staff are 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 manager of the setting has attained Early Years Professional Status. The setting receives support from a variety of specialists and 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:

- encourage more able children to develop their independence skills further, such as by beginning to try and prepare their own snack, including peeling and cutting fruit.

Inspection judgements

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

The exceptional, dedicated and caring staff team use their extensive knowledge and understanding to create and provide all children with a highly stimulating learning environment. They use a variety of different ways to encourage and engage the children in a range of activities and experiences linked to the different areas of learning. For example, children thoroughly enjoy making firework pictures using glue and colourful glitter. Staff fully support each child exceptionally well in helping them to sprinkle the glitter and praise them continually for their efforts. This helps children to begin to develop a sense of achievement. All children make significant progress in their early learning and development as staff take into account and cater for each child's specific and individual needs and abilities.

Each child's key person plays a significant role in their care and learning. They spend one-to-one time with them, helping and supporting them in their early learning and development as they play. All staff are aware of each child's individual learning plans and the objectives they are working towards. As a result, all children receive outstanding support and encouragement in helping them to achieve, develop and learn throughout the session. Excellent systems are in place to assess children on a regular basis and to identify their starting points. These include obtaining information from parents and a range of

other professionals, including paediatricians and speech and language therapists. The stimulating and relevant daily plans identify areas of learning to be covered and are adapted to meet each child's individual abilities. For example, the themed area is changed on a regular basis so more able children can begin to use and develop their imaginations. They pretend to go camping, or be a builder and build items out of boxes. Staff effectively support and encourage less able children to explore, touch and use the different items in the themed area. For example, staff help the children to pick up the boxes and place them on top of each other. Children show their delight as they then help to push the boxes over.

Each child has their own learning journey file which contains the observations made, examples of their work and photographs of them participating in a range of experiences. These are readily shared with parents so they can continue to promote their child's development at home. Exceptional partnerships between parents, the centre, staff and other professionals enable parents to support their child at home with identified learning objectives. Daily discussions and regular meetings enable parents and staff to identify any progress their child has made and identify and agree their child's next step in their development and learning.

Staff are passionate about providing the best possible start for the children. They make every effort to ensure all children have fun and thoroughly enjoy themselves at the centre. Staff use a variety of resources, including specialist resources to help children communicate and understand the routine of the day. For example, they use sign language, facial gestures, pictures and photographs. Everyday routines are used exceptionally well by staff to encourage and inspire the children to develop their early skills. For example, the welcome session each morning encourages children to begin to recognise and respond to songs and participate in action rhymes, using different parts of their bodies. This helps to develop their body awareness and physical skills in a fun and interactive way. Snack time is a very sociable time where children choose the snack they wish to have through the use of a variety of communication aids. This helps them to develop their decision making skills. However, more able children are not always encouraged to develop their independence skills by helping to prepare their own snack, as staff peel and cut up the banana for them. Story time is used exceptionally well by staff to develop children's communication and listening skills, as well as encouraging all children to sit together for short periods of time. Children readily participate in and enjoy the story, as staff and children use a range of props. For example, they use different sizes of teddy bears for the children to hold which relate to the story.

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

The centre uses a very effective key person system to help ensure the needs of each child and their families are continually met. For example, if required, key persons accompany parents when they visit other childcare settings and attend courses with them relating to their child's needs or medical requirement. Children's work is attractively displayed to enable them to feel a sense of belonging and an important part of the centre. Children are developing positive and trusting relationships with the staff. For example, all staff

continually interact with them and encourage them to participate in a range of experiences with the other children. The individual behaviour strategies for each child helps to ensure their behaviour is managed appropriately, as agreed with their parents and other professionals. Some children are beginning to build relationships with each other, such as looking at and using a range of resources together in the sensory room. Each child has their own interest box, which displays a photograph of them and includes a range of their favourite resources. These boxes are used effectively by staff to help settle any children who are feeling upset, anxious or confused when they first arrive or during the session.

The centre fully promotes inclusive practice as every child is included, respected and valued. Every child is fully supported as staff are very knowledgeable about each child's specific medical and care plans. If required, staff attend training, consult with a range of professionals or conduct research to find out more information regarding a child's prognosis, health and medical requirements. Staff ensure children are kept safe as they regularly practise the emergency evacuation procedure with them and remind them of safety issues as they play. Staff promote healthy lifestyles with the children in a variety of ways, such as providing a range of outdoor activities and talking about healthy snacks and food. Children are aware of the hand washing procedures, as staff show them how to wash their hands and use visual aids. Some children are becoming independent in their personal hygiene as staff offer appropriate support and help when required.

Children play in a bright, stimulating and safe environment. Staff encourage the children to explore and use a range of resources independently or on a one to one situation with their key person. Specialist resources enable all children to learn and develop as they play. A favourite resource is the sensory room. The bubble tubes, sensory boards, mirrors and tactile resources help all children to develop their senses. Additionally, the sensory room gives some children the opportunity to rest and relax in a calm environment. Excellent transition systems are in place to help children move onto other settings or schools. These include staff visiting the setting to discuss the unique needs and requirements of the child, visiting the new setting with the child, and helping parents to settle their child in.

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

The manager and staff are a very enthusiastic and committed team who work exceptionally well together. They all are very aware of their responsibilities to meet the learning and development and the safeguarding and welfare requirements. This is because they have all received training on the reformed Statutory Framework for the Early Years Foundation Stage. All staff are fully aware of their responsibility to safeguard children and the procedures to follow if they have concerns about a child in their care. The robust recruitment and vetting systems help to ensure all staff are suitable to work with the children and that they have relevant qualifications or experience. All visitors and other professionals visiting the school or centre are requested to show their identification and their times of attendance at the centre are recorded.

The manager and staff team at the centre are inspirational, dedicated and very caring.

They are all highly experienced and have worked together for a considerable time. Their knowledge and expertise is continually being developed in a variety of ways. These include attending regular training provided by a range of outside professional agencies, in house training and discussions with other professionals. A range of reference books in the staff room enable staff to gain further knowledge regarding any specific syndromes or disabilities new children to the centre may have. The appraisal systems completed by the manager and nominated person enable staff to highlight any further development or training they would like to participate in. Staff readily share and cascade information gained from their training to other members of staff to help them develop their skills and knowledge further. There are excellent and robust self-evaluation systems. These are completed by the manager, staff, parents and outside agencies to help ensure the centre's continuous development. These systems also help to identify areas for further improvement, such as further developing the sensory garden. All staff and management share the same professional vision for the future, which is to become the first centre of excellence in the South East.

Partnerships with parents, carers and outside agencies are outstanding. Staff regularly consult with a variety of other professionals to meet the needs of each child, including paediatricians and physiotherapists. The comprehensive two-way flow of information, knowledge and expertise between all of them is integral to meeting each child's specific needs. Parents and family members spoken to on the day of inspection made many positive comments. These include how happy their child is at the centre, the friendly staff and the range of information they regularly receive regarding their child. All parents appreciate the individual learning plans their children have, the progress their child makes at the centre and the high quality support their family receives.

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

Unique reference number	EY447516
Local authority	Wokingham
Inspection number	796495
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	15
Number of children on roll	25
Name of provider	Dingley Family and Specialist Early Years Centres
Date of previous inspection	Not applicable
Telephone number	0

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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