

Stockingford Early Years Centre Day Care

St. Pauls Road, Nuneaton, Warwickshire, CV10 8HW

Inspection date	16/04/2013
Previous inspection date	25/11/2008

The quality and standards of the early years provision	This inspection:	3
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		3
The contribution of the early years provision to the well-being of children		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Children who have an identified need are appropriately supported as there are links in place with outside agencies that provide children and their families with specialised help.
- Children's communication skills are appropriately extended through staff's close understanding of their stages of development and play experiences that encourage children to talk about their activities.
- Children are happy and content as staff create a warm and welcoming environment.
- Staff are supported appropriately through training and supervision, enabling them to develop skills and expertise that help children make progress in their learning and development.

It is not yet good because

- The setting has not provided parents and carers with a short written summary of their child's development in the prime areas when they are aged between two and three years.
- Children who speak English as an additional language are not provided with opportunities to share and use their favourite words in their home language.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 carried out a joint observation of children's activities and staff child interaction during the inspection.
- The inspector observed children's activities, looked at policies and some of the children's assessment records.
- The inspector held a meeting with the manager of the setting.
- The inspector spoke to several parents of children who use the setting.

Inspector
Susan Rogers

Full Report

Information about the setting

Stockingford Early Years Centre Day Care was registered in 2005 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in purpose-built premises within a children's centre and is managed by a governing body. The setting is accessible to all children and there is a fully enclosed area available for outdoor play. The creche is available for parents and carers attending courses at the children's centre.

The nursery employs eight members of childcare staff. Of these, seven hold appropriate early years qualifications at level 3, and one is working towards a qualification.

The nursery opens Monday to Friday during term time only. Sessions are from 9am until 11.30am and from 12.30pm until 3pm during term time only. Children attend for a variety of sessions. The setting is also registered for full daycare in order to be able to care for children within the children's centre in an emergency. There are currently 46 children on roll who are in the early years age group. The nursery provides funded early education for two- and three-year-olds. It supports children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- review children's progress when they are aged between two and three, and provide parents and carers with a short written summary of their child's development in the prime areas.
- improve opportunities for children who speak English as an additional language to share and use their favourite words in their home language in their play.

Inspection judgements

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

Staff have a suitable knowledge of most of the learning and development requirements of the Early Years Foundation Stage, and adapt activities and planning to meet the needs of individual children. Children are supported by dedicated staff who provide appropriate activities, and so make satisfactory progress in their learning and development. A particular strength of this setting is the support offered to children with special educational

needs and/or disabilities. Established relationships with additional agencies enable staff to access support in planning specific activities for children with an identified need. This results in children who are content and happy in their play and who busily explore their environment. Staff promote children's concentration skills as they encourage children to listen to what is being said. They maintain eye contact with children throughout conversations and choose words and phrases that children understand. As a result, children make progress in their communication skills as staff model language and link words to objects and real-life experiences. Songs are used to encourage children to become confident in using language. Staff use the 'hello' song to help children remember each other's names and develop relationships. Children enjoy matching gestures and movements to the words and tune of the song. Staff support children who speak English as an additional language by using gestures and pictorial cards to communicate meaning. However, staff do not use key words or phrases in the children's home language, which limits children's fuller understanding of what is happening around them and chances to use their home language in their play.

Activities outdoors promote a range of learning experiences as children dig into sand and increase in confidence as they use a balance beam. Staff point out aspects of the world around them as they discuss a helicopter and aeroplane flying overhead. Children also take interest in a tractor mowing grass in a nearby field. Staff model language for children that encourages their understanding of what is happening and introduces them to new vocabulary. Children enjoy sharing a snack with their peers. Staff use these opportunities to promote children's understanding of number. Children are encouraged to make choices about what they want to eat and helped to count out how many pieces they want. This helps them to develop their listening skills and concentration. They enjoy using their place mats which display their name and photograph. This helps children identify where they sit and provides a focus as staff exchange their place mat for their plate. Therefore, children are helped to develop suitable skills for the next stage in their learning as they transfer into nursery school.

The indoor play environment is changed at regular intervals to reflect the current topics and the needs of the children who attend. Currently, children enjoy using a make-believe garden centre where they play with props and use tools and equipment. This links in with the proposed planning of planting seeds and plants, and encourages children to discuss their play activities. Specialist equipment that enables children to enjoy sensory experiences is in place. Children who have an identified need particularly like this equipment as it gives them opportunities to enjoy a quiet time by themselves. Observations of children's activities, together with photographs, are collated by staff in children's individual assessments. Staff identify children's individual needs and plan activities they know children enjoy and that encourage their progress. Children's individual assessment records are also shared with their parents during key person chats and if parents request these. Parents are supported in continuing with their child's learning when they return home through advice and discussion. Parent workshops during the school holidays provide children with further support as staff model activities their child enjoys. Staff track children's progress so they can identify and plan for any gaps in their learning. Children's assessments, however, are not summarised and there is no two year progress check in place, so a legal requirement is not met.

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

Children settle and are content in the nursery because staff form caring relationships with them. A key worker is attached to the care of each child, which contributes towards the close relationships. This contributes towards children's feelings of safety and security. Children settle into the setting as parents are able to stay with them, which increases children's confidence. Prior to children starting at the setting, staff collate useful information regarding each child's care needs and abilities. This enables staff to plan for their progress and individual needs. The transfer arrangements for children who attend other early years settings are in place. Staff exchange information with nursery schools regarding the progress they have made, which promotes continuity in children's learning and development.

A particular strength of this setting is that children develop an understanding of acceptable behaviour as staff plan activities that help children understand the needs of others. They are encouraged to take an active part in domestic routines, such as passing their plate to a member of staff when they have finished their snack. Staff are suitable role models and are caring and considerate towards the children in their care. Children are provided with explanations so they play safely and develop an understanding of how to manage their own risks. Staff are always on hand to support children if they wish to enjoy additional challenges. For example, staff hold onto children's hands as they walk along a balance beam, which promotes their confidence. This enables them to develop their physical skills and learn how to manage risk and respond safely. Children's individual needs are considered when promoting their independence so they learn to take responsibility for their own personal hygiene. For example, older children who are being toilet trained tell staff when they want to use the toilet.

Children gain an understanding of the need for a healthy diet as they enjoy snacks of cheese, fresh fruit and vegetables. The snacks served ensure children's different dietary needs are respected, protecting their well-being. Children's independence is promoted as they feed themselves finger foods and help with the routines. This encourages children to enjoy their food and results in a pleasant social experience during their snack. Planting activities are organised during the summer months, and children explore the area nearby during supervised outings. For example, they participate in forest school activities. This encourages children to learn about the wider world and how to respond safely to the outdoors.

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

All staff are clear of their responsibilities in protecting children. They have attended safeguarding training and designated person training. Procedures clearly followed if there are concerns regarding a child in their care. Staff awareness of safeguarding issues is also addressed during the induction for all new staff members. Recruitment procedures for staff and volunteers are sound and all required checks are completed to assess their suitability. All staff recognise the importance of continuous improvement that benefits the children and their own professional development. They support each other as they work

with the children and discuss what training will they need to promote children's learning. Meetings are used for staff to discuss their practice to inform the action plan and bring about improvements. Parents, children and outside agencies are all consulted in the drive towards continuous improvement. As a result, a documented measurement of the setting's effectiveness is regularly updated and informs an action plan. Staff are supported in their professional development and attend training that furthers their skills and qualifications.

Staff work closely with professionals who support children with special educational needs and/or disabilities. For example, a speech therapist visits the setting regularly to support specific children. Staff are included in the speech therapy sessions as this helps them plan specific activities for individual children. Partnerships with other agencies are also in place. Staff know where to access help that further supports the children and their families. Risk assessments of the indoor and outdoor areas are in place to ensure that children are not exposed to any harm. Managers monitor the activities and assessments to make sure that these cover a range of learning experiences and match the individual needs of each child. Staff's progress is monitored through observations and supervision. However, the setting has not kept up to date with the current requirement to complete the progress check at age two.

Parents' input into their child's learning is welcomed, and staff spend time explaining their child's progress and how parents can help with this at home. There are useful plans for the future as the setting has in place a planned refurbishment of the outdoor play areas to provide partial overhead covering and a lower sandpit. Key person chats enable parents to spend time talking to staff about their child's progress and look at their child's assessments records. This supports parents in their plans for the future, such as their child's move to nursery school. There are partnerships in place with the local schools where children will transfer, particularly with the nursery school that is based in the same building. There are exchange visits between the staff at the setting and the nursery school, and children have opportunities to visit the nursery school before they start. On the day of the inspection, parents said they appreciated the level of communication they have with staff and their child had settled into the setting. They also commented that staff are friendly and welcoming.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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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 action. 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	EY301049
Local authority	Warwickshire
Inspection number	907141
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	36
Number of children on roll	46
Name of provider	Stockingford Early Years Centre
Date of previous inspection	25/11/2008
Telephone number	02476 388 113

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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, which are usually the childminder's 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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