

Canterbury Centre Childcare

Canterbury Recreation Park, Croydon, Surrey, CR0 3HH

Inspection date	14/06/2013
Previous inspection date	19/05/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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

- Staff work well together to provide a welcoming learning environment where all children are included and valued.
- Relationships with parents are positive. Staff keep them well informed about their children's progress and welcome their comments.
- The management team works very well together, using the expertise of outside professionals to support staff to develop their skills to meet the needs of all children.
- Staff are caring and friendly; they provide good support for the children so they become confident in the nursery and happily play, explore and make new friends.

It is not yet outstanding because

- Occasionally the organisation of whole group activities, such as story time, does not fully engage all of the children.
- Staff do not make best use of learning opportunities in the daily routine, for example, at snack time.

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.

Inspection activities

- The inspector observed children, both in the nursery and in the outdoor play area.
- The inspector observed the staff's practice and talked to them at appropriate times throughout the inspection.
- The inspector spoke to the manager and completed a joint observation of an activity with the older children.
- The inspector reviewed documentation and sampled policies, children's development records and observations.
- The inspector considered the views of parents spoken to at the inspection.

Inspector

Marvet Gayle

Full Report

Information about the setting

Canterbury Road Children's Centre Nursery was registered in 2003. The setting operates from three rooms within a purpose-built building located in the Canterbury Road Recreational Ground. The nursery serves the local community within the Broad Green area. Children share access to an enclosed outdoor play area. The nursery is registered on the Early Years Register only. There are currently 82 children in the early years age group on roll. The nursery supports children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery is open each weekday from Monday-Friday 8am to 6pm for 48 weeks of the year. Children attend for a variety of sessions. There are 21 members of staff who work with the children. Of these, 17 staff hold relevant childcare qualifications. A qualified early years teacher supports the setting two days a week. The setting receives support from the local authority through an early years advisor.

What the setting needs to do to improve further

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

- make use of opportunities in the daily routine for children to learn about the natural world and develop their independence, for example, show and discuss the whole fruits with them before encouraging them to cut them up at snack time
- adapt activities and routines so that all children, even the youngest ones, are fully involved and engaged, for example, at story time.

Inspection judgements

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

Children make good progress and enjoy their time in a happy, stimulating environment in this new nursery. The quality of teaching is good so children develop their skills across all areas of learning. Staff find out about children's starting abilities through informative discussions with parents, and key persons plan activities based on this information and their observations of the children. Development records include good detail about children's progress and next steps for learning. Staff keep parents fully involved with their children's learning through regular meetings to share children's records. Staff effectively implement the progress check for children aged two and share the summary with parents.

Children enjoy a wide range of planned activities and also have good opportunities to

initiate their own play. They have continuous use of the interesting selection of good quality toys and resources, covering all areas of learning. Children concentrate well and increase their physical skills as they make play dough, Father's Day cards and explore water play. Staff organise the play area well so children can make links in their learning. For example, a drumming and singing activity away from the busy section of the outdoor play area gives the children space to concentrate on their rhythm. Babies enjoy using their senses to play as they explore water play and bubbles outdoors and dry pasta and treasure baskets indoors. They develop good physical skills as they walk and run outdoors and climb into the ball pool. Pictures, letters and number labels, both in and outdoors, help children develop an understanding that print has meaning. Children have lots of fun playing outside, which they freely access throughout the day. They develop their physical skills as they ride tricycles and jump along obstacles. Older children show good mathematical skills as they count and sort out hoops in the garden. The children's ability to organise their play, share and take turn is good. They play together happily and wait patiently for their turn, developing their personal, social and emotional skills.

Children develop a strong sense of belonging as they see pictures of themselves and their families displayed in the nursery. They learn about feelings, being kind to their friends and sharing toys. Children develop good language skills and confidently communicate as they speak to each other or to adults. Staff constantly encourage children's language skills by asking relevant questions to extend their thinking and understanding. Children develop their love of books by having access to a range of large and small books both in and outdoors. However, story times are not organised so that all children benefit from the activity. As a result, younger children find it difficult to concentrate and lose interest. Children enjoy singing familiar rhymes to develop their language skills. Children learning English as an additional language or where there are identified special educational needs, are well supported. Children are being effectively prepared for their transfer to school or the next stage in their learning. Children develop independence as they are encouraged to make their own choices at snack time and to use the toilet independently. However, staff do not use opportunities in the daily routine to extend children's learning, for example, by showing and discussing the fruit with the children before encouraging them to cut it up for themselves and see what they find inside.

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

Staff organise the nursery space well to provide a positive, caring place to be, where all children are respected and included. Children develop good relationships with staff. They receive a warm welcome on arrival and happily come in and settle to play. Children play in a stimulating environment with colourful posters and displays of their artwork and photographs. The nursery has a wide range of easily accessible good quality resources to help children to develop across all learning areas. There are good procedures in place, including a settling in period, to help children and parents feel comfortable in the nursery. Children are allocated a key person who works closely with parents to ensure children's individual needs are catered for. There are good systems in place to help children develop the skills they need to move onto school.

Children are happy and settled as they quickly form good relationships with staff. Children behave well because they feel secure and play with a good variety of activities, which interest and stimulate them. They receive lots of meaningful support from staff to encourage their understanding of sharing and taking turns.

Children show a good understanding of safety. For example, young children know how use their feet to slow down the bikes as soon as they see others in the way. They walk and run with good balance and control. Children develop their physical skills as they freely access outdoor play and daily exercise is a part of the nursery routine. Babies sleep according to their needs and home routines are followed closely. Children's dietary requirements are well known and appropriately catered for. Children receive a variety of healthy fruit snacks and freshly cooked meals, which are prepared onsite. Children develop good self-care skills through well-embedded hygiene practices. They wash their hands appropriately and can freely access drinking water. Staff actively promote children's healthy lifestyles.

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

There is a strong management team supported by an early years advisor. They work very well together to provide good support for staff. This helps ensure staff provide good quality care and learning for the children. The management makes the most of previous experience and good practice to provide a caring and welcoming environment. Staff have a good understanding of how to safeguard children and they are confident with the procedures to follow should they have any concerns. Safeguarding and complaints policies are shared with parents, so all are aware of the nursery's responsibilities. There are effective systems in place for staff vetting and induction and to assess their ongoing suitability. All staff have regular opportunities to discuss their practice with the manager and they identify training opportunities to support staff's professional development. Staff clearly understand the need to keep children safe. They have good systems in place to make sure the premises are safe and secure. Staff complete thorough risk assessments, which they record, and undertake a daily safety check. These measures help to safeguard the children effectively.

Children enjoy their time at the nursery as they are cared for by knowledgeable, caring, supportive staff. This enables them to have good opportunities to learn through purposeful play and to make good progress in their learning. Children confidently play and explore the well-organised nursery and good quality play resources. The manager has a clear understanding of the responsibilities in meeting the learning requirements of the Statutory Framework for the Early Years Foundation Stage. Staff have good childcare and interactive skills. This enables them to plan and provide effective support and interesting activities for children's learning. Staff maintain good development records for all children, which they use well to plan for children's progress. The manager has secure systems in place to monitor these, to ensure they contain useful information about children's progress and development in all areas.

The staff have a very positive attitude to inspection and to continually improving their practices and outcomes for children. The owner and manager continually evaluate the nursery provision. They seek feedback from staff, parents, their early years advisor and the children to create a realistic development plan. Staff are enthusiastic and dedicated to providing a high quality learning environment for children. They have established close working relationships with the children's centre, who share the same site, and local schools, to increase opportunities for children's learning. Staff develop good partnerships with parents and others involved with children's care and learning. These positive partnerships promote a coherent approach to meeting children's needs. Parents are very happy with the nursery and comment that it is 'simply brilliant' with caring, friendly staff who keep them well informed of their children's day and 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 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	EY249341
Local authority	Croydon
Inspection number	843483
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	84
Number of children on roll	81
Name of provider	Acorns2OaksLtd
Date of previous inspection	19/05/2010
Telephone number	0208 683 2711

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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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Piccadilly Gate
Store St
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M1 2WD

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