

# Kestrels Children's Centre

Marden Lodge School, Croydon Road, CATERHAM, Surrey, CR3 6QH

## Inspection date

Previous inspection date

10/07/2013

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

Previous inspection:

Not Applicable

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

- Children are happy, keen to learn and soon grow in confidence because of their excellent relationships with staff.
- The children are offered a range of exciting and well prepared activities and they make good progress in relation to their starting points.
- The children behave well and develop their ability to take turns and share, making this a positive place to learn.
- The manager is a strong leader who organises a range of effective programmes to support the needs of both the parents and their children.

### It is not yet outstanding because

- The educational programme for communication and language does not yet fully support children as not all staff have sufficient understanding or skills to fully extend and support children's language skills to improve their outcomes.

## **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 talked to several staff and parents and had discussions with the manager.
- The inspector observed children and some of the activities with room leaders.
- The inspector looked at a sample of curriculum plans, records and assessments
- The inspector looked at policies including risk assessments and procedures.
- The inspector noted the range of programmes to support both the parents and their children.

## **Inspector**

Karen Callaghan

## Full Report

### Information about the setting

Kestrels Childcare Centre registered in 2004 and operates from Marden Lodge School in Caterham, Surrey. The centre is open between 8am and 6pm for 50 weeks of the year. It provides care for children from six months up to 11 years of age during the day and before and after school and during school holidays. Children attend for a variety of sessions. There is an enclosed area for outdoor play and the centre also has use of the school playgrounds at agreed times. The centre offers a family group session every morning along with a selection of topical workshops for parent/carers. On the first Saturday of every month the centre is open for a 'Family Fun Day'. There are currently 114 children on roll in the early years age group. Free early education funding is available to some two-year-olds, and children aged three and four years of age. The centre supports children with special educational needs and/or disabilities, and children who speak English as an additional language. A total of 20 part-time and full time staff work with the children. The majority of staff have relevant early years qualifications. The centre 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 improve the provision for extending and enhancing children's early communication skills in order for them to make rapid improvement in their learning from their starting points.

### Inspection judgements

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

Rooms used by the children are well organised, stimulating and attractive. The staff are friendly and capture the children's imaginations by providing a range of interesting activities both indoors and out. Toys and resources are safe and appropriate for the age groups in each room. The children have free access to the resources and are encouraged to help tidy them away at the end of each session. The staff are well aware that children learn best when following their own interests and they encourage children to make choices while supporting them. For instance, when staff introduce some new wooden building blocks to the toddlers, they provide books, posters and tools for them to use creatively. As a result, the children become very absorbed in learning how to build different shapes. The staff use signing to help the children understand what they are saying and to help them communicate. However, some newer members of staff do not always support all children's communication and language skills fully, for example,

explanations are not always sufficiently clear to support children's understanding further. Babies are well cared for and are supported by staff who make good eye contact and play and engage with them on their level. The children enjoy sharing a story while they have fun playing with the toy animals and cars depicted in the story. The staff talk to them constantly about what they are doing and so encourage their early language skills. They are encouraged to crawl through tunnels and clap their hands when they reach the other side accompanied with praise from the staff.

Older children develop their literacy skills as they sit attentively and listen to a favourite story. They join in, answer questions and give their opinions on what they are good at. A useful phonics programme is used and the children are keen to practise their writing skills by drawing the letters correctly on a large white board. They use their knowledge of letters by making birthday cards and sending notes to their families and friends. Children confidently write their own names when they sign in their room each day. The children's confidence is apparent also when they learn to count and sort small toys while they are taught to point accurately by a member of staff.

Staff undertake observations of children while they are engaged in activities and these form the base of their records of achievement. Photographs and pieces of work are added to form 'My Learning Journal'. These are shared with parents who add their comments. The children's progress is recorded across all areas of learning, and tracking sheets clearly show gaps in learning which can be rectified by staff by offering extra support. Children are assessed and those with special educational needs are given individual programmes with one to one support from the staff where required.

The children are able to have free access to both the inside and outside of the centre in all weathers as there are now shelters outside every room. This means that children are able to continue their learning whenever they choose and are able to build on their physical skills by playing outdoors. For instance, two and three year olds practise their throwing skills outside by aiming bean bags into the tyres. Others kick a ball around and ride on scooters and bikes. There is a challenging trim trail in the school grounds which allows the over twos to extend their physical skills by climbing and swinging. Planting seeds and bulbs and watching them grow and learning how to tend them offers yet another interest. Painting and other art and craft work can be accessed both in the rooms and outside, leading to a dynamic environment with all children being engaged and absorbed in their learning.

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

Children enjoy a warm and close relationship with their key person. Children feel secure and as a result enjoy their time at the nursery. Staff build strong relationships with parents from the start by obtaining information about the likes and dislikes of the children. Home visits are made where notes are made of medication taken and any allergies they have plus any routines that need to be noted. All children from the youngest baby show a strong sense of belonging, which means they feel confident in asking for help and show high levels of self-esteem. They learn to cooperate with their peers and play well together

and most make friends easily. Children show awareness of responsibility within the centre by helping the staff to tidy up the toys and by handing round pieces of fruit at snack time. Behaviour is good with older ones helping younger ones, especially in the after school club.

Children learn self-help skills by pouring their own water and learning how to use a knife and fork at lunchtimes. They learn to use scissors safely and to take care with sand and not throw it around. As a result, children learn to keep themselves and other safe. Children are encouraged to develop healthy lifestyles by playing outside and eating fruit and salads at snack time. Staff chat to them about food choices when they sit down together. For example, one child needed a lot of encouragement to eat and the member of staff explained that he needed food as fuel to allow him to play outside in the afternoon. Children know they have to wear sun cream and a hat when they play outside in sunny weather. They participate in fire drills and learn about people who help us. There are special events during the year where the children are able to show their parents what they have learnt, such as Chinese New Year where the older ones help prepare the teas and serve the parents.

The majority of children continue their education in the main attached school. This results in a continuity of provision where the staff in the infants get to know the children well before they start and are able to discuss the children's needs with the children's centre.

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

The manager has an excellent understanding of the responsibility to ensure that the children are well safeguarded and protected. All staff have effective training in child protection and there are reminders of signs to look out for, for staff to read. Robust recruitment procedures ensure adults working with children are suitable to do so. The majority of the staff start as volunteers and are given posts after interviews with the manager and her team and are vetted appropriately through suitability checks. Risk assessments are carried out in all areas of the centre to ensure hazards are kept at a minimum. There is a daily checklist as well as spot checks made to thoroughly promote safety and security within the environment. There is a secure entry system to all areas of the centre. All the required documentation is well organised and up to date. This ensures that the centre delivers quality care and education for the children and their families.

Leadership of the provision sets high aspirations for the quality in the future. Accurate identification of priorities are set out clearly in action plans that covers health, care and educational targets with evaluation sections to help ensure that improvements will be on track. For example, audits of care and practice have identified that not all staff provide effective support for children's communication and language development. Therefore training and programmes have been planned to support staff in developing their skills and practice. Children, parents and staff all contribute to this self-assessment making it an excellent tool for improvement. Management are committed to improving their service and regular staff meetings and a rigorous appraisal system provide valuable opportunities for

staff to share good practice and identify their training needs. The manager enables staff to be released to continue learning new skills, which benefits the children.

Communication with parents is excellent, as the manager has utilised the social networks to support this. The centre website provides a good source of information to parents, which has resulted in more parents knowing the range of sessions planned at the centre. Consequently, this supports their needs and many are now pleased to participate in sessions, such as, behaviour management and how to cook on a budget. This promotes children's outcomes well as parents' have opportunities to develop their skills to benefit their children. Parents rate the centre highly and praise the centre for its friendly, supportive staff. Management continually strives to ensure that the centre provides an inclusive service. There are excellent links to a wide range of outside agencies including a local authority consultant, speech therapist and family worker.

All children enjoy happy experiences with very good care at the centre in a calm and stimulating environment. Staff practice is overall effective. However, children's communication and language development is not always fully supported as some staff do not have sufficient knowledge and skills to promote children's progress further. Staff plan well for children's learning and development needs through a broad range of interesting activities. They monitor and track children's progress closely, which enables them to close any identified gaps in their achievements.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
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The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
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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

<b>Unique reference number</b>	EY278272
<b>Local authority</b>	Surrey
<b>Inspection number</b>	845693
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	76
<b>Number of children on roll</b>	112
<b>Name of provider</b>	Marden Lodge Primary School Governing Body
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01883 348641

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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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