

# Stibbard Childrens Centre

Fulmodeston Road, Stibbard, Fakenham, Norfolk, NR21 0EL

<b>Inspection date</b>	05/08/2013
Previous inspection date	28/05/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	1
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

- The indoor and outdoor child-focused learning environments provide imaginative and stimulating activities that engage children and capture their interest. This encourages children to become confident, motivated in their play and inquisitive learners.
- Staff undertake meaningful observations and assessments while children play, to track children's progress and thoughtfully plan experiences securely in tune with their interests, individual style and pace of learning.
- The strong key person system, built around very effective settling-in arrangements, strengthens relationships with children and their families and supports continuity between nursery and home life.
- The management team provides very strong leadership and constantly reflects on practice within the setting. Plans for improvement are well targeted to further raise the quality of the provision. All staff are highly motivated, enthusiastic about their roles and work well together as a team.

### It is not yet outstanding because

- On occasions, some staff lack the confidence to fully extend or break down activities to further enhance children's very good learning experiences.
- There is scope to further improve the out-of-school environment to enable younger children to have uninterrupted time to play and explore alongside the older, more confident children.

## 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 observed activities in the nursery room, the out-of-school provision and in the outdoor areas.
- The inspector spoke with the manager, deputy, committee chairperson, staff and children during the inspection and carried out observations of children.
- The inspector looked at children's progress records, planning documentation, evidence of suitability of staff working within the setting, a selection of policies and required documentation.
- The inspector also took account of the views of parents spoken to during the inspection.

## Inspector

Lindsey Cullum

## Full Report

### Information about the setting

Stibbard Childrens Centre opened in 2006 and is run by a voluntary committee. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery provision operates from one room, with a separate room available for the out of school provision. Both rooms have access to suitable facilities and each group of children has access to an enclosed and suitably resourced outdoor area. Children and families who attend the setting travel from the village and surrounding area.

The setting is open Monday to Friday, from 8am to 6pm all year round, with the exception of bank holidays. Children attend for a variety of sessions. There are currently 38 children attending, who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The setting also offers before and after school care, plus a holiday club during school holidays for children up to 11 years of age. It supports a number of children with special educational needs and/or disabilities.

The setting employs nine childcare staff. Of these, seven hold appropriate early years qualifications at level 3 or above, one at level 2 and one is completing childcare training.

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

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

- develop staff's confidence in their own abilities to extend activities to fully challenge children or to break down the activities, so that children take the initiative in their own learning
  
- develop further the enabling environment, by providing children of all ages with uninterrupted time to play and explore, in order to progress their learning even further.

### Inspection judgements

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

Children are settled and clearly enjoy their time in the welcoming, child-centred environment. They make good progress because staff understand how young children learn and provide educational programmes, which have depth and breadth across all areas

of learning. Staff have high expectations of all children because they find out about what children can do before they start in the nursery provision, in order to plan for their learning needs. Regular and insightful observations of children at play help staff make ongoing assessments of their progress. Parents contribute to their child's assessment to share what they have observed their child can do at home. This enables staff to focus and plan a variety of interesting and challenging activities, which cover all areas of learning and reflect individual children's identified next steps for learning. Consequently, children are motivated, inquisitive and eager to join in activities, as these capture their interest. Staff encourage children to steer their own learning, by allowing them to choose their own activities. However, on rare occasions, some staff lack the confidence to extend these activities, to fully challenge the younger children to take the initiative or help them to extend and develop their ideas. On these few occasions, children's learning is, therefore, not maximised.

Staff successfully identify children, who are achieving above their development band and provide activities to enhance and expand their learning potential. For example, they provide a wide range of activities, which support children's early skills in making marks. This is particularly for children, who cannot sound out words and write recognisable letters before their entry to school. Staff give good priority to the prime areas of learning with children under three. They use a summary form for the two-year-old children and include parents in the discussion of children's strengths and any concerns. The implementation of a highly effective monitoring and evaluation system helps staff to identify individual children or any areas of development where children are under achieving. Consequently, staff can effectively plan for early intervention and seek support from relevant outside agencies, so that children's learning and development can be consistently supported. Children with special education needs and/or disabilities are included in the nursery provision. Staff are skilful in recognising their individual needs and supporting them to join in activities at their own pace.

Children are learning to express themselves very well. They chatter to each other while they are playing, talking about what they are doing or sharing their ideas. Children listen well in small groups and understand simple instructions and comments made by staff. Staff model clear language during their activities without discouraging children's efforts as they copy new words. This enables all children to use their growing skills and become confident communicators. Children are becoming very independent. For example, they help to fill the water tray using small watering-cans to transport water from the water butts. They take turns to fill their can and turn the small tap off, aware of the need to save the water. Consequently, younger children are learning to cooperate with each other, becoming aware of natural resources and re-cycling methods, using their physical skills and learning about weight and capacity as they fill and empty. Older children within the holiday club provision develop the activity further by introducing their own creative ideas. For example, they decide to make boats to use in the water tray and seek out the materials they feel they need. Staff adeptly provide additional materials, such as, sticky tape, plastic containers and wooden sticks, which enable the children to fulfil their ideas. They proudly attempt to float their finished boats in the tray, demonstrating their knowledge of floating and sinking. However, on occasions such as this, older children's play begins to overshadow the play of younger children in the holiday club. Consequently, a few opportunities for younger children to explore through uninterrupted play are missed

within the holiday club provision.

Children enjoy exploring and experimenting. They delight in the opportunities provided to paint, choosing to mix colours and paint using their hands or small brushes. They relish in the texture of the paint as they squeeze this between their fingers, using expressive language, such as 'squidgy'. Children seek out the digging area in the garden, using their physical skills for digging or find bugs and insects, which they observe with interest. They are encouraged and supported to solve problems. For example, how to fit the pipes and guttering together, so that various items, such as, water, balls or cars will travel to the bottom. Staff encourage children to work together and help them to realise that the pipes need to slope downwards. Children's problem-solving skills and their abilities to work with others, help to prepare them for school readiness.

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

A very effective key person system is in place and helps children form secure attachments to staff and friends in the setting. Staff work very hard to develop strong partnerships with parents and carers. Staff begin to build these relationships during home visits and early settling sessions for younger children. These help children to make a smooth transition into the nursery provision and ensure that children's learning is effectively shared with parents. Children demonstrate their feeling of confidence by happily moving around the nursery, finding activities which interest them and concentrating well on their chosen activity. They spontaneously approach staff when they need help or reassurance, which again shows they are feeling secure in their surroundings. Staff encourage children to be independent and manage their own personal care, relative to their ages and stages of development. For example, children help at snack time cutting fruit, handing out plates and pouring their own drinks and they dress themselves appropriately for outdoor play. Staff consistently praise children for their achievements and acknowledge their efforts, fostering their confidence and self-esteem. Staff act as good role models for children, modelling behaviour and play that they wish to encourage. For example, they talk about sharing resources while children are enjoying creative activities, so they begin to share spontaneously. Consequently, young children behave well, are kind to one another and friendships are developing. Older children help to set the rules for the out of school provision. These are displayed in the room and remind children of the need to be kind and respect each other. The nursery works cohesively with schools that children will be moving on to. Teachers visit the nursery provision to meet children and staff and introduce aspects of school life to children, for example, through books and role play resources. This ensures that transition between nursery and school is a positive experience for children.

The environment is warm, welcoming and very child centred. Resources and activities are presented attractively, children's artwork and photographs are beautifully displayed around many of the walls and there is space for children's belongings. Consequently, each room is vibrant, stimulating and equipped with resources suitable for the age of children attending. The outdoor garden environment is exceptionally well used to promote children's learning and well-being. This has been developed to provide rich learning

opportunities and an exciting place for children to play, discover, explore and have fun. They enjoy energetic and active play and spend a great deal of time outdoors, benefiting from the fresh air and exercise. Children's large muscles are developed as they climb, balance, swing, run and jump with increasing control and coordination. They know to drink plenty of water in warm weather and wear sun hats and cream to protect themselves from the effects of the sun. Children's health is well promoted and there are clear and consistently applied systems in place to protect them from infection. Children with specific medical conditions and needs are well supported and effective care plans are in place. Staff seek additional training where necessary, to ensure that no child's well-being is compromised. Children learn about healthy lifestyles as they enjoy freshly prepared snacks, such as fruit and cheese cubes. Staff encourage children to eat the healthy options in their lunchboxes. They talk about how the foods they are eating promote their healthy growth, as staff eat their own meals with children.

Children learn about their own safety as staff incorporate gentle reminders of how to use resources safely as they play. For example, they learn how to use pieces of equipment, such as scissors safely and talk about how nettles may sting if touched, when these occasionally spring up in the outside area. This teaches children to be responsible for their own safety in a controlled environment, while allowing them to take some risks and learn to enjoy the outdoors. They also learn about evacuation and emergency fire procedures as these are regularly practised in the setting.

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

The management team provides effective leadership. They set high aspirations for quality and aspire to providing the very best provision for children and their families. Consequently, they continually reflect and evaluate their practice, identify the strengths and weaknesses and are proactive in implementing the changes necessary to sustain improvement. Furthermore, staff, committee members, parents and children all contribute their ideas for improvement. The management team has a good understanding of their responsibility to meet the requirements of the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. They work hard to try to meet the needs of children, including those with special educational needs and/or disabilities, making reasonable adjustments so the setting is accessible and inclusive. Clear policies and procedures, which are available to parents, support the good care and learning practices throughout the nursery. Staff are proactive in ensuring that children's safety is maintained and they are carefully supervised both indoors and outside. Rigorous systems are in place to assess risk and to ensure that the premises are safe and secure, in order to fully protect children.

Effective systems are in place to regularly monitor practice, the quality of teaching and the educational programmes provided. There is a clear system of accountability and performance management in the nursery. Staff are nurtured and mentored by the management team, which supports their professional development and improves quality practice in the setting. Regular training is attended by staff to support their professional

development. The management team and all staff work well as a cohesive and effective team. Regular team meetings are held, where new ideas and initiatives are shared and discussed, so these can be effectively implemented into practice. Effective recruitment and thorough induction procedures are followed to ensure that all staff working with children are suitable to do so and they clearly understand their duties and responsibilities. Staffing ratios are maintained and staff are assigned to the nursery room, so that consistency in care is provided for children. Parents can talk to their child's key person at the beginning or end of the day.

Safeguarding is considered a priority in the setting. Staff fully understand the issues surrounding child protection and are clear about the procedures they need to follow to report any concerns. They attend regular training to update their knowledge. The setting works in very close partnership with other professionals and organisations involved in the care and well-being of children. Regular communication and sharing of information assures continuity in care for children and supports their families. This multi-agency approach, coupled with staff's positive attitude, means that where children need additional input, individualised plans are formed in consultation with parents, to ensure that appropriate support is arranged. The nursery maintains good links with other local settings and they communicate frequently, so that children's learning is a shared process.

The setting builds close working relationships with parents. Parents are kept fully informed about their children's learning and development through daily verbal feedback and written information. They attend parents' meetings to discuss their children's progress and frequently access and record information in, their children's assessment records. Staff endeavour to provide parents with additional useful information, in order to support children's learning at home. Consequently, children's learning and development is effectively shared. Parents spoken to at the time of the inspection felt that their children were making good progress and find staff welcoming and helpful, so that their children thoroughly enjoy their nursery experience. Above all, children are happy and settled and enjoy the time they spend at the nursery. The skills they learn help to prepare them to be ready for school and lay firm foundations for the future.

### **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
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>	EY330737
<b>Local authority</b>	Norfolk
<b>Inspection number</b>	926954
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	50
<b>Number of children on roll</b>	38
<b>Name of provider</b>	Stibbard Children's Centre
<b>Date of previous inspection</b>	28/05/2010
<b>Telephone number</b>	01328 829426

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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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