

# Whipton Children's Centre

Hill Lane, Whipton, Exeter, Devon, EX1 3JP

## Inspection date

18/10/2013

Previous inspection date

05/06/2009

## The quality and standards of the early years provision

**This inspection:**

3

Previous inspection:

1

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## The quality and standards of the early years provision

### This provision is satisfactory

- Children are settled, happy and confident, because staff interact warmly with them and get to know them well.
- Children enjoy a range of activities and experiences that support them well to make good progress in all areas of learning.
- Strong partnerships formed with parents and good communication enables staff to meet children's needs effectively.

### It is not yet good because

- Although appropriate behaviour management strategies are agreed, these are not consistently applied by all staff.
- Although there are activities that encourage children to count and learn about numbers, children have fewer opportunities in everyday routines to count and use mathematical 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 observed activities both indoors and outside.
- The inspector had discussions with management, staff and children.
- The inspector took into account the views of parents spoken with at the inspection.
- The inspector invited the childcare lead to carry out a joint observation.
- The inspector sampled documentation such as safeguarding procedures, children's records and self-evaluation.

## Inspector

Michelle Tuck

## Full Report

### Information about the setting

Whipton Children's Centre is managed by Action for Children and was registered in 2007. It operates from a self-contained building, comprising of several rooms and play spaces. There are secure outdoor play areas and the building has good access. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting opens on Monday, Tuesday and Friday from 9am until 2pm, term time only. There are currently 24 children on roll, all in the early years age range.

The setting supports children who have English as an additional language and those who have special educational needs and/or disabilities. There are ten members of staff, including two who have Early Years Professional Status and six who are qualified to level 3 or above.

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

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

- improve the ways in which staff implement agreed behaviour management strategies, so that they are consistent and help children learn how to manage their feelings and behaviour for themselves.

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

- enhance children's understanding of number further during everyday routines, such as by counting pieces of fruit at snack time.

### Inspection judgements

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

Staff have a good understanding of how young children learn and provide a range of stimulating and interesting activities and experiences. These support children effectively to make good progress in the areas of learning and support them successfully to move onto the next stage in their learning. Detailed information is gathered from parents as their child begins at the setting, and staff make regular observations of children engaged in play to identify their next steps effectively. This enables staff to plan purposeful activities that build on children's interests and skills. The effective key person system enables staff and children to develop close relationships; consequently, children feel secure and their

individual needs are planned for and successfully met.

Children explore and investigate with interest. They search through the tray of leaves to find the plastic bugs; they place these in a line and use the magnifying glass to observe the detail closer. Children then transport the bugs from one tray to another chatting to themselves as they do so. Children are encouraged to develop their learning; they are interested and excited by the activities on offer, which effectively develop their curiosity and understanding.

Children engage enthusiastically in role play; they pretend to talk on the telephone, they hide in the tent and growl pretending to be an animal. This shows they use their imaginations well. Children explore the outside environment together; they look through binoculars as they move around the garden and talk to one another about what they see. This supports their personal, social and emotional development.

Children enjoy playing with play dough; they 'squeeze' it in their hands and use their senses to describe how it feels and what it smells like. Children make play dough cakes and sing 'happy birthday' as they pretend to blow the candles out for a birthday. Children thoroughly enjoy sharing books with their friends, on their own and at group time. They enjoy playing 'what's in the box' as they choose props and sing-along to their favourite songs and rhymes. Children have some opportunities to learn about number. They count when singing number rhymes and count how many scoops of sand it takes to fill the pot; however, staff do not routinely extend children's learning further. For example, children are not encouraged to count in everyday routines, such as the number of pieces of fruit they put onto their plate.

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

Children and their families are welcomed to the setting by friendly and approachable staff. Children settle well, and have a strong bond with the staff, particularly their key person. This demonstrates that they feel safe and secure and that their physical and emotional well-being is effectively supported. Key people know their children very well and effectively use children's individual interests to help them progress in all areas. For example, using a child's interest in tractors and small-wheeled vehicles to make patterns in the sand or with paints. This effectively develops children's learning in expressive arts and design.

Overall, children's behaviour is very good. Staff act as appropriate role models so that children learn good manners. However, staff do not consistently support children to understand the need to take turns and share. For example, when two children have a disagreement over a toy staff do not take this opportunity to talk to the children about managing their own behaviour or support them effectively to resolve the situation.

Through discussion and the provision of healthy snacks and meals, children learn about healthy lifestyles. Children benefit from active play both inside and outdoors. Children climb up the steps, go down the slide and use the climbing equipment outside to practise

their balancing abilities. This effectively develops their physical skills. Children move around the setting with confidence. They make their own choices from a good range of resources which are stored at their height. This means that children can self select and take charge of their own learning.

Children learn about some aspects of their own safety. For example they practise the emergency evacuation procedure.

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

The staff and management team understand their responsibility to meet the safeguarding and welfare requirements of the Early Years Foundation Stage. There are robust recruitment, vetting, induction and appraisal systems to ensure the ongoing suitability of staff to work with children. All staff demonstrate a clear awareness of possible signs that may cause them concern about a child's well-being. Staff are knowledgeable about the reporting procedures to follow if they do have a concern. Risk assessments of the premises successfully identify potential hazards and positive steps are taken to minimise these.

This inspection took place following notification received from the provider relating to the security of the premises during an end of term children's party, where some parents were also in attendance. This incident raised concerns about child supervision, staff deployment and risk assessment systems. Evidence gathered at the inspection found that the management and staff took prompt and effective action following the incident and informed parents of the potential hazards to children's safety. An incident report was written and a thorough investigation has been completed. Consequently, more robust risk assessment and checking procedures are now in place. The improvements include a gated signing in and out area for parents on entrance to the kitchen/playroom, which provides an additional barrier to the main door. Staff are receiving additional training and support and are clear on their role and responsibility to keep children safe. In addition, policies and procedures relating to children's safety have been reviewed and discussed with all staff; this includes improving teamwork and communication. As a result, procedures to maintain children's security and provide appropriate staff deployment at times of arrival and departure have been improved. Risk assessments have been carried out on all future events whereby parents are invited into the sessions. This helps to promote children's welfare more effectively.

Staff have a good understanding of their responsibilities in meeting the learning and development requirements. There are effective systems in place to monitor the educational programme so that this offers all children a variety and challenge in each of the areas of learning. Staff regularly observe the children engaged in activities and use this information alongside the information provided by parents to plan for each child's next steps in their development.

Strong partnerships with parents have been established. Parents receive a home visit from

the childcare lead and a member of staff before their child begins at the setting. Parents spoken to on the day of the inspection are very happy with the progress their child is making. Parents feel involved in their child's learning and appreciate the friendliness of the staff. One parent said he clearly attributes his child's good progress to her attendance at the setting. The special educational needs coordinator and the childcare lead work closely together to devise action plans and liaise effectively with other professionals to fully support children with additional needs successfully.

Self-evaluation is used effectively to reflect upon practice and review procedures to make ongoing improvements. There are clear systems in place to monitor the effectiveness of staff, including the introduction of peer on peer observation. Parents' and children's views are also sought and included in the self-evaluation. This helps to successfully identify areas for development and demonstrates a strong commitment to driving improvement.

### **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>	EY361487
<b>Local authority</b>	Devon
<b>Inspection number</b>	928729
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	35
<b>Number of children on roll</b>	24
<b>Name of provider</b>	Action for Children
<b>Date of previous inspection</b>	05/06/2009
<b>Telephone number</b>	0139 246 4754

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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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