

# King's Rise Children's Centre

King's Rise Children's Centre, Lodge Road, Chippenham, Wilts, SN15 3SY

## Inspection date

08/01/2014

Previous inspection date

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

- The dynamic management team focus firmly on providing high quality support for children and their families.
- Staff use effective systems to assess and monitor children's progress accurately. They intervene promptly when children need additional support to help all make good progress in relation to their starting points.
- The centre staff build highly effective relationships with parents. They are encouraged and helped to acquire new skills that enable them to support their children's learning at home.
- Staff are particularly successful at developing children's language and social skills. A significant proportion of children initially have below the expected level of development in these areas, but make rapid progress within the group.

### It is not yet outstanding because

- Staff do not always fully support children's interest in books as staff sometimes use inappropriately large group story times.
- There are fewer resources outside to enable children to count and sort and staff sometimes miss opportunities during the daily routine to help children develop number skills.

## 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 staff interactions with children inside and outdoors and spoke with staff and children.
- The inspector discussed an adult-led activity with the centre leader.
- The inspector held a meeting with the management team.
- The inspector looked at documentation, including planning, children's developmental records and individual education plans, evidence of staff suitability and the self evaluation form.
- The inspector spoke with several parents and took their views into account.

## Inspector

Rachel Edwards

## Full report

### Information about the setting

The Rise Early Excellence Centre at Kings Rise Children's Centre, opened in 2013. It is one of three Rise children's centres in Chippenham. It is managed by the Rise Trust, an organisation that provides a range of services from other sites in the area. Children have access to an enclosed outdoor play area.

The centre is registered on the Early Years Register and is currently caring for 13 children in the early years age range. It is also registered on both the compulsory and voluntary parts of the Childcare Register, although currently no older children attend. The centre supports children with special educational needs and/or disabilities and children from disadvantaged backgrounds. It receives funding for free early education for two- and three-year olds.

The centre operates on Wednesday from 11.45am to 2.45pm and on Thursday and Friday from 8.45am to 2.45pm during term time only. Five staff work with the children, who all hold appropriate early years qualifications at level 3.

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

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

- further encourage children to enjoy books and stories by sharing books with individuals and small groups throughout the session, both indoors and outside, rather than in adult-led large groups
- strengthen the programme for mathematics by increasing the range of resources and activities in the outdoor area and by making greater use of everyday routines to develop children's understanding.

### Inspection judgements

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

Following recent changes to the staff team, including a new room leader, staff are reviewing the way they plan and organise the daily routine. Staff are getting to know their key children, who they have main responsibility for. The staff team are enthusiastic and eager to contribute their ideas. They meet at the start of each week to plan activities based on children's interests and individual needs. They also use this important time to discuss individual children and any additional support they may need. Individual learning plans include support from specialist services, when needed, and staff review these regularly. Staff carefully monitor each child's progress and note their particular interests

and how they play. For example, they are aware that some children learn better outside and so provide outdoor activities that cover all areas of their development.

The quality of teaching is generally good and staff have a secure knowledge of how to support and develop children's play. Most of the children attending are two-year-olds and many start the centre with lower than expected language, communication and social skills. The staff focus strongly on helping children acquire these. They use nationally recognised schemes such as Every Child a Talker to assess and develop children's speech and communication. Staff play alongside children and describe what they are doing, speaking clearly and slowly. Children follow their lead and babble or chat excitedly as they play. Interesting resources, such as hosepipe telephones, encourage them to speak, so that they make rapid progress before they move on to other settings or school.

Staff deploy themselves well. They move between individual children or small groups supporting their play very effectively. Children roll hoops and a member of staff shows them how to take the hoops to the top of the hill and roll them down. They count 1, 2, 3 before excitedly chasing them down the hill. Staff encourage children to be active and curious. A child pours water on the ground and a member of staff encourages them to stomp in the puddle. Several children join in and soon they are busily filling cans from the tap to make 'a big puddle'. These exciting activities teach children new words and encourage them to talk as they play. On occasions, staff use less successful teaching methods, such as attempting to gather all the children for a group story time. Not all can see and some are too young to follow the story. However, staff are reflective and recognise how to improve their practice.

Children explore and play with a wide range of materials and enjoy 'messy' play indoors and outside. They experiment mixing paint colours with brushes and fingers. Children delight in digging deep holes in the satisfyingly large sandpit and watch in fascination as they pour in water and watch it soak away. Children explore shapes and volume as they fill and empty containers but there is not a wide range of resources outdoors to practise counting and sorting.

Parents are encouraged to be involved in their children's learning and develop their parenting skills. The centre offers incentives, such as shopping tokens, to parents who attend courses, such as 'talk, listen and learn'. Parents say they find the courses really useful and their success is demonstrated as the gaps in children's learning are steadily closing. The centre have introduced a parent group called 'Family Wednesdays', which parents attend with their children before the session starts. They join in with an activity, which helps them see how their child is learning and enables them to talk to their child's key person about their progress. Staff keep beautifully presented and illustrated journals for each child and parents enjoy looking through these and comment of their child 'I didn't know he could do so much'. Staff help raise parents expectations for what their children can achieve.

Staff are highly attentive and sensitive in helping children feel secure within the setting. Each child has their own special member of staff, or key person, who gets to know them and their family, well. This helps to ensure that children form secure emotional bonds so they gain confidence to play independently and cooperate with others.

Staff make children's safety and wellbeing their highest priority. They have a thorough understanding of child protection procedures, and are confident to raise any concerns with senior staff or outside agencies. Staff are alert to potential hazards; they supervise children closely and continually check that the environment is safe. They help children learn to keep themselves safe as they explain why they should not drink from the watering can and help them find their own drink instead. Children respond well to the staff's gentle but consistent approach. They quickly learn what is expected of them and behave well, cooperating willingly with adults and playing amicably alongside others.

Children are encouraged to be physically active as they can choose to play outside for most of the session. The centre provides wet weather clothing so children are warm and comfortable regardless of the weather. The garden has many exciting areas to explore, such as a small hill, which encourages children to move in different ways. The centre provides healthy and nutritious snacks and meals, which children sit together with staff to enjoy. Staff chat with the children to create relaxed and enjoyable mealtimes. Because of this, children eat well and develop good social skills.

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

The strong leadership of the centre has a very clear focus on providing the best possible support for the children and their families, who attend the centre. The new staff team are still settling into their roles but they are highly motivated in their drive to provide high quality care and learning for all the children. They understand how to assess children's development and plan activities to help them progress well. They meet weekly to discuss issues regarding individual children, planning and for training. The senior staff and management team review all practices every week and monitor children's progress in detail. This reflective practice, by staff at all levels, is very effective in highlighting areas for development and finding solutions to resolve them. The centre supports staff's professional development effectively. There are appropriate arrangements in place for the supervision of staff, who welcome opportunities to expand their knowledge and so continuously improve their practice.

The centre has a detailed safeguarding policy, with which staff and volunteers are made thoroughly familiar. Robust recruitment procedures help ensure all adults are suitable to work with children. A thorough induction process ensures they understand the centre's policies and procedures and their responsibility to help keep children safe. The centre provides advice to parents about keeping children safe at home.

The centre has very effective relationships with parents. All are welcomed into the centre and mothers and fathers are actively encouraged to become involved in their children's

learning. The centre offers training and support to parents to improve their parenting and other life skills. Parents express gratitude to the staff for the warm support they give to them and their children. Parent's views are valued and taken into account, when making decisions about how the centre is run. There are very strong links with other professionals involved in the children's care. Health visitors hold weekly clinics within the centre and support is readily available from speech and language therapists and inclusion workers. These established partnerships with others ensure that children promptly receive the support they need. The centre works effectively in partnership with local schools and other early years settings, such as through the Early Years Transition Network, which The Rise Trust established.

### **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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY426867
<b>Local authority</b>	Wiltshire
<b>Inspection number</b>	935786
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 8
<b>Total number of places</b>	22
<b>Number of children on roll</b>	13
<b>Name of provider</b>	The Rise Trust
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01249445288

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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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