

Coleridge Children's Centre Day-Care

Coleridge Road, Eastwood, Rotherham, S65 1LW

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| Inspection date | 16/01/2014 |
| Previous inspection date | Not Applicable |

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

- A strong focus on developing communication and language skills means all children are making steady and consistent progress towards the early learning goals.
- Assessment of children's learning is detailed and accurate. This means areas where they are not meeting the milestones for their age are identified and plans can be tailored to meet their needs.
- Strong partnerships with the children's centre mean that the most vulnerable children have comprehensive support systems in place and they are very well protected.
- Culture and diversity is fully embraced within the nursery. This means children learn to understand and tolerate their differences and as a result, they are very well-prepared when the time comes for them to move on to school.

It is not yet outstanding because

- Opportunities to use open-ended questioning during play activities and to promote discussion during daily routines are sometimes overlooked and this means children do not always share their ideas and knowledge in as much detail as possible.
- Parents' choices about the meals provided for their children are not given enough consideration when planning a balanced diet.

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 compulsory part 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 four playrooms and the outside learning environment.
- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the provision and the early years professional.
- The inspector looked at children's assessment records and planning documentation.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the provider's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day and from information included in the setting's own parent survey.

Inspector

Nicola Dickinson

Full report

Information about the setting

Coleridge Children's Centre Day-Care was registered in 2013 and is on the Early Years Register and the compulsory part of the Childcare Register. It is situated within Coleridge Children's Centre, near the centre of Rotherham. The nursery serves the local area and is accessible to all children. It operates from four rooms and there is an enclosed area available for outdoor play.

The nursery employs seven members of childcare staff. All practitioners hold appropriate early years qualifications at level 3 and above. The nursery opens Monday to Friday all year round. Sessions are from 8am until 6pm. Children attend for a variety of sessions. There are currently 40 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- enhance children's learning and help them to share their ideas and knowledge by increasing the use of open-ended questioning during play activities and everyday routines
- work with parents to review the meals that are offered to children to ensure the food provided complements a varied and balanced diet and supports the mealtime routines they experience at home.

Inspection judgements

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

Coleridge Children's Centre Day-Care is a friendly and welcoming setting. Practitioners have a thorough knowledge of the Early Years Foundation Stage and this means they can provide children with a wide range of interesting activities that spark their curiosity and motivate them to learn. For example, during a music session practitioners encourage children to spin, stretch and move using rings with ribbons attached so that the ribbons fly and trail behind them. This promotes children's physical development while teaching them how they can express their feelings through music and movement. Children learn to think critically and solve problems as they explore water by trying to work out why water pours through the bottom of one cup but not the other. They also learn early mathematical

concepts such as measure as they empty and fill a variety of containers. Children develop control over small tools and learn early writing skills as they make marks in play dough and cut shapes. There are instances where practitioners miss opportunities during children's play to use open-ended questioning to extend their thinking and make connections in their learning. This means children's knowledge and ideas are not explored in as much detail as they could be. For example, the practitioner acknowledges the patterns the children are making in the play dough but overlooks the chance to discuss their patterns with them further.

The nursery works closely with Coleridge Children's Centre and the adjoining primary school to identify gaps in children's learning when they enter school. This means they can plan educational programmes that prepare children for moving on to school. As a result, they enjoy a variety of adult-led activities that focus on the prime areas of learning and the development of early literacy and mathematical skills. Practitioners have attended training in early talking strategies to ensure they have the skills to deliver high quality focused learning that support children's progress. As a result, children's communication and language skills are promoted by practitioners through small group sessions, lively story times and song and rhyme activities. They skilfully use props, physical gestures and sign language to support children's developing understanding of English. The nursery works in partnership with speech and language therapists to support language development with children who have difficulty communicating through spoken language. On occasions, practitioners overlook instances during daily routines where they could support children's development of language, such as introducing discussions at mealtimes. This means they do not fully promote their understanding of how language is used to communicate in different situations. Nevertheless, children who enter the nursery below the expected targets for their age are making steady and consistent progress and the gaps for those children are narrowing.

Practitioners have a good understanding of where each child is in their development. They work closely with parents to find out about children's starting points, their changing interests and their next steps. Through daily discussions, parent evenings, and by regularly reviewing 'All about me' sheets, information about children's learning is frequently updated. By sharing information in this way practitioners can plan educational programmes that target the individual learning needs of each child and focus on the skills they have already accomplished. Resources, such as story sacks are shared with parents to help them support their children's learning at home. Practitioners encourage all parents to use them and by doing so they are helping parents to support their children's learning in a fun way. This promotes the connections children make between their learning in the nursery and their learning at home. Strategies to promote their children's communication and language skills, and the 'sign of the week', are also shared. This ensures parents are knowledgeable about how their children learn when they are in the nursery. They are invited to experience their children's learning environment during the school holidays and enjoy activities, such as making and using play dough. This helps them to understand how high quality teaching supports their children to make progress towards the early learning goals.

The nursery has very robust partnerships in place with other professionals and the local primary school. Detailed tracking and assessments of children's progress ensure

information shared about children's learning is correct and precise. The required progress checks at age two have been completed and shared with all relevant partners, thus ensuring children who might need early intervention are quickly identified. This ensures systems put in place to support children with special educational needs and/or disabilities are well-timed and effective.

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

Children's safety and protection are given utmost importance without limiting their freedom to explore. Trips out into the community help them to understand how to keep themselves safe, such as how to cross the road safely. They are encouraged to risk assess for themselves and consider the needs of others. For example, they develop spatial awareness and learn how to use large play equipment safely during trips to the park. They learn to consider for themselves whether the obstacle course they have built from crates and wooden blocks is safe for them to balance on and they are taught to use small tools carefully. Outside agencies, such as the local fire service visit the nursery to support children's understanding of their community and how to keep themselves safe. The nursery works closely with parents to reinforce boundaries for children who demonstrate unwanted behaviour and this means children receive clear and consistent messages. Practitioners are patient and deal with incidents such as tantrums with understanding and tolerance. This helps children to develop a thorough understanding of right and wrong and, as a result, behaviour in the nursery is very good.

Children experience high levels of care from affectionate and caring practitioners who are sympathetic to their need for additional emotional support during periods of change in their lives. This ensures children develop robust, secure attachments with key persons early in their care. When children enter the nursery, the short settling-in sessions they enjoy with their parents help the smooth transition, providing some continuity in their care. Strong partnerships with professionals in the children's centre means there is an excellent support structure in place for the most vulnerable children and this ensures they receive high levels of support at all times. Children who are settled in the nursery demonstrate they are confident and self-assured. They are relaxed around visitors and are happy to share their learning experiences. The support children receive to get them ready for transition into school is outstanding. Nursery routines, such as serving themselves at mealtimes, familiarise them with the routines they will experience in school. The Early Years Foundation Stage classroom opens into the nursery so the teacher sees them everyday and this means children from the nursery are well prepared for the changes because they have support from familiar adults when the time comes for them to move on.

Children enjoy outdoor play and learning in all weathers. This supports their development of physical skills for example throwing and catching, while learning how exercise supports their overall health and well-being. They investigate how the natural world changes with the seasons during nature walks and they explore growth and change by monitoring the progress of tadpoles in the school's pond. The nursery embraces the diverse cultural community around them and they help children to develop their understanding of equality

and diversity through a range of age-appropriate activities, including role play and celebrations of culture. Through effective teaching children begin to understand the needs of others and this is helping to prepare them for the larger social environment of school. Children who speak different languages are observed in conversations during their play and this demonstrates they are learning to take account of and accommodate each other's differences. Children learn about personal hygiene through everyday routines and as a result, they are independent in attending to their own self-care needs when they move on to school. They enjoy a range of healthy snacks and drinks. Recipes and ideas to promote healthy eating at home are shared with parents and this is helping children to understand how making healthy choices contributes to their overall health and well-being. However, the nursery has not consulted with parents about the changes they have made to the meals they provide at lunchtime and teatime. They no longer provide a hot meal for children and parents feel this undermines the balanced diet and mealtime routines they are trying to implement at home.

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

Rigorous recruitment and induction procedures are in place to ensure practitioners are suitable to work with children. Lines of accountability are clear and practitioners are vigilant. They have a thorough understanding of child protection issues and of their responsibilities for protecting children and this ensures children's safety is given the highest priority. All practitioners have attended safeguarding training, and senior practitioners have completed advanced safeguarding training to develop their knowledge of how to keep children safe. Detailed risk assessments are in place to ensure children are kept safe both on the premises and during trips. There are six members of staff who hold a current first aid certificate, which means that they can give suitable treatment if there is an accident to a child. Security is robust. Visitors enter the nursery through the children's centre where identification is checked and detailed records are kept. A register of the children's attendance, including when they arrive and leave, is in place and this ensure ratios are adhered to at all times.

All practitioners have a detailed knowledge of the learning and development requirements. They have all attained early years qualifications at level 3 and above and have attended a wide range of training courses to enhance their knowledge and skills. This means they can fully support children's continuing development by delivering a high standard of teaching. Ongoing mentoring of staff ensures any weaknesses in teaching are identified. As a result, training programmes are targeted to tackle any under-performance and improve the abilities of practitioners who are already skilled. Performance management systems ensure planned educational programmes are monitored to make certain they offer children challenge and promote their continuing progress.

The manager demonstrates a strong commitment to maintaining high standards. A robust monitoring process facilitates an accurate assessment of strengths and weaknesses. This means swift and effective action is taken to address any areas identified for improvement. For example, the nursery has worked very hard to improve the attainment of children in

communication and language skills. To ensure high standards are maintained all users of the nursery, and practitioners, are actively involved in evaluating the provision. The management team seeks parents' views through daily discussions, questionnaires and a text messaging service and overall, the two-way flow of information is good. The manager supports parents' understanding of the nursery's practice by providing copies of the policies and procedures and in general, they demonstrate a suitable knowledge of the service provided. The nursery employs the skills of children centre staff to support parents who speak English as an additional language and this means information can be shared with them effectively.

The Childcare Register

The requirements for the compulsory 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

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|------------------------------------|--|
| Unique reference number | EY465864 |
| Local authority | Rotherham |
| Inspection number | 931920 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 24 |
| Number of children on roll | 40 |
| Name of provider | Rotherham Metropolitan Borough Council |
| Date of previous inspection | not applicable |
| Telephone number | 01709 829214 |

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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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