

Cleethorpes Childrens Centre - Reynolds

Machray Place, Reynold, CLEETHORPES, DN35 7LJ

Inspection date	25/03/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Children who attend this nursery are making excellent progress in their learning and development because staff are skilled teachers who plan and provide a wide range of activities and learning experiences for them.
- Assessment and tracking of children's progress is rigorous and ensures all children are making excellent progress based on their age and stage of development and individual abilities.
- Staff put much effort into engaging with parents and this has an extremely positive impact on children's care and education. Staff also work in close partnerships with many external agencies, such as schools, children's centres, health care professionals and the local authority. These partnerships are highly effective in meeting children's needs to a excellent standard.
- Children are safeguarded because staff are continuously vetted to ensure they are suitable to work with children. Close partnerships between staff and social workers ensure children are safeguarded very effectively.
- The manager and staff team are extremely professional and dedicated to the children in their care. They work tirelessly to continually improve outcomes for children.
- Children are very happy in this nursery. Their self-esteem is fostered extremely well as staff form close bonds with them to ensure they feel secure. Children's views are valued and respected and this gives them a sense of ownership of their nursery.

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.

Inspection activities

- The inspector observed activities in the two main play rooms and the outside learning environment.
- The inspector conducted a joint observation with a senior member of staff.
- The inspector held a meeting with the manager.
- The inspector looked at children's assessment records, planning documentation and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the setting's self-evaluation form and improvement plan.
- The inspector read accounts from parents to take their views into consideration.
- The inspector interacted with children and staff throughout the inspection.

Inspector

Clare Johnson

Full report

Information about the setting

Cleethorpes Childrens Centre - Reynolds has been operational for a number of years and re-registered in 2013 due to a change of ownership. The nursery is now run by the Local Authority. It operates from a purpose-built premises in Cleethorpes, North East Lincolnshire. The nursery serves the local area and is accessible to all children. The nursery opens Monday to Friday, all year round from 8am until 6pm except for bank holidays and for a week at Christmas. Children attend for a variety of sessions. Children are cared for in two main rooms and have access to an enclosed outdoor play area. The nursery also has access to the school playground and children's centre garden. There are currently 139 children on roll in the early years age range. The nursery receives funding for the provision of free early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and children who speak English as an additional language. There are currently 24 staff working directly with children. Of these, one member of staff holds Early Years Professional Status, three members of staff hold early years degrees and one holds a foundation degree in early years. Four staff hold appropriate early years qualifications at level 4; 10 at level 3 and four at level 2 and two with catering qualifications. The nursery receives support from the local authority. The nursery is registered on the Early Years Register.

What the setting needs to do to improve further

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

- enhance the already excellent monitoring systems by considering further ways for staff to observe each other's teaching practice and offer their critique with more of an emphasis on promoting children's communication and language skills to support these even further.

Inspection judgements

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

Children at this nursery make excellent progress in their learning and development because staff are skilled teachers who have a thorough knowledge and understanding of child development and how young children learn. Staff use this knowledge to plan and provide a stimulating and enabling learning environment for all children to explore. They plan activities and learning experiences based on their observations of children's interests and their age and stage of development. This ensures that children experience learning that is specific and relevant to them which results in them making rapid progress towards the early learning goals. Children's individual abilities are always considered and activities are adapted by staff to ensure challenge for all children. Children with special educational needs and/or disabilities are very well supported in this nursery because staff aim to meet every single child's individual needs to a very high standard. Children who need additional

support are well provided for and staff liaise closely with parents and health professionals to ensure children make excellent progress based on their abilities. Children who speak English as an additional language are also supported very well. Staff work hard to promote their developing communication and language skills in English while also valuing their home language highly and working closely with parents and external professionals.

Children's communication and language skills are supported very well by the skilful staff who encourage children to talk and practice their emerging language skills through everyday activities. The environment is rich in language and specific 'language through listening' sessions are really helping children to make excellent progress in this area of learning. Staff constantly praise children's 'good listening' and 'good talking'. This fosters children's self-esteem highly and enables them to be confident communicators. Children's early literacy skills are promoted as they independently access books and enjoy stories being read to them. Staff make stories exciting and encourage discussions about the stories, which extends children's vocabulary. Children have the opportunity to develop their writing skills with a range of media and materials. They independently access the paints and create their own masterpieces. They make cards for Mother's Day and staff chat to them about special people in their lives. This supports their expressive arts and design and understanding of the world very well. Children become immersed in imaginative role play in the nursery cafe/bakery. They bake cakes from playdough to sell to their friends. The role play area is well resourced to support children's development in all areas of learning whilst they act out various roles. Staff engage playfully with the children in this area and this makes learning fun. Children display the characteristics of effective learning when they are at nursery and this is setting them up well for a lifetime of learning. They eagerly explore the various activities and resources available to them and are purposeful in their play. Children persevere at activities for prolonged periods, for example, they explore a large tub of multi-coloured glitter with their hands. They delight at the feel of it and the different marks and patterns they can make in it with their hands. Children are curious about its properties and staff are on hand to support. Staff model being thinkers when they do not know the answer to a child's question and they ask another member of staff for help. This reassures children that it is ok not to know the answers and to be confident to ask for help. Children's critical thinking skills are supported as staff ask them questions which encourage them to think and do not readily give them the answers. Children take part in an exciting music and movement activity, which is highly effective in supporting their development in the prime areas of learning. They sing and dance to different pieces of music and are encouraged to express themselves as they wish. This session is led by a practitioner from the children's centre, but all staff become fully involved and are enthusiastic, which encourages children to participate. This is such an enjoyable activity for all involved and is so much fun.

Staff work hard to prepare children for when they leave the nursery to start school. As children approach school age, staff shift the emphasis from the prime areas of learning more to the specific areas of learning and have separate, focussed planning to support this. Excellent partnerships have been established between staff and teachers at the school they are linked with and other local schools children attend. Detailed information on children's progress is shared and regular visits to school help the children to feel confident at this crucial time. Parents and carers are fully included in their children's learning. Staff value parents highly and put a great deal of effort into engaging with them to support

them to promote their children's learning at home. Useful information is attractively displayed in a way parents can easily access. Staff provide a range of information sheets for parents which they can help themselves to. Parents evenings and regular exchanges of information ensure parents are fully aware of their children's progress. Staff also work very closely with the attached children's centre to support parents. If they cannot fully support a parent, they seek additional support and advice from the practitioners working at the children's centre. This partnership working is very effective in ensuring all parents get the support they need.

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

Children are very well cared for in this nursery. Staff and children share special bonds as they get to know each other very well and staff place emphasis on understanding children's individual needs. Each child has a key person and 'significant others' whom they form close attachments to, but all staff make an effort to get to know every child well and this ensures children have a strong sense of security and enables separation from their carer to be as smooth a transition as possible. The nursery is warm and welcoming and children have a real sense of belonging here as staff make them feel at home and include them fully at all times. The nursery is a bright and happy place where staff and children have so much fun together. Smiles and laughter are common place and any unhappiness or tears are quickly changed into smiles with lots of cuddles and reassurance. Children are highly independent and confident in their surroundings. They choose what they would like to do and are not shy to approach staff with their requests for resources or for staff to get involved in their play. Children's self-esteem is fostered very well by staff who shower them with praise and encouragement. Their personal, social and emotional development is promoted extremely well. Children's behaviour is exemplary and this is because staff create a stimulating and enabling environment where children cannot get bored. Staff are excellent role models to the children and encourage manners and kindness. Children know the rules and routines of the nursery as they have been explained to them and they have been consulted on them. Children take turns and share with their peers and these cooperation skills they are developing are skills for life. For example, children know that only two children at a time are allowed to play on the climbing frame. They patiently wait their turn and know that when the egg timer has run out it will be their go. Staff help them to understand that this is for their safety as if too many children were on the climbing frame there could be an accident. Children understand this and when they are on the climbing frame they demonstrate an awareness of the risks they are taking and the need to keep themselves and each other safe.

There is a high standard of cleanliness and hygiene in the nursery which protects children from the risk of infections as much as is possible. Excellent hygiene practices are observed when changing nappies and at meal times. The nursery kitchen has received the highest grade achievable from the local authority environmental health department. Staff support children to wash their hands regularly after using the toilet and before eating and explain to them that this is to stop germs spreading. Children demonstrate a high level of understanding of the need to keep clean and often wash their hands without prompt from staff. Children's dietary health is supported to a high standard. The nursery cook provides healthy and nutritious foods for the children which they thoroughly enjoy. All individual

dietary requirements are carefully catered for and as a result, children are protected. Children in the 'Snowy Owls' room help to set up the tables for lunch, ensuring everyone has a chair, apron and cutlery. They independently serve themselves pasta to accompany their bolgonese sauce and this helps them to decide how hungry they are and which foods they would like more of. Meal times are social occasions where children and staff discuss the day's events and children are learning whilst enjoying a good meal. Younger children in the 'Fluffy Owls' room are encouraged to feed themselves if they are able and they enjoy exploring the food with their hands and cutlery and getting messy. Younger babies are fed appropriately with their individual needs in mind. For example, a young baby becomes upset in the chair and does not want to eat and so a member of staff comforts the baby and feeds her on her lap, which makes the baby much happier and allows her to eat well. Children have many opportunities for fresh air and exercise both indoors and outdoors which promotes their health and development. They access the nursery's outside areas every day and can also use the school playground which has a wide range of large play equipment for them to explore. The children's centre garden is also available and staff take children out and about in the community to offer them different experiences. Children's physical development is supported very well indoors when they take part in a music and movement session. They skip, gallop, hop, crouch and jump to the music and learn to move their bodies in many ways. When they have been doing the activity for a while staff ask them if they feel hot and out of breath. They agree that they do and are encouraged to understand the effect of physical activity on their bodies by putting their hands over their hearts to feel them pumping. Children decide to have a quick break for a drink to quench their thirst before resuming the activity.

Transitions between the two rooms are managed very well by staff. When children are nearly ready to move up, staff start to prepare them and take them on short visits to help them get used to the different environment and staff. Although key staff are stationed in each room, some staff work in both rooms and this really helps to make the transitions as smooth as possible because children recognise familiar faces. Although the nursery is split into two rooms they are separated by glass and this gives the feeling of it being one big nursery. This contributes to the homely and family feel of the nursery where all staff and children know each other and feel at home. Staff work in close partnership with parents regarding children's care. When children first start at the nursery staff gather a wealth of information to ensure they know each child's individual needs and routines. Parents are encouraged to bring their children for multiple settling-in visits and staff work closely with them to meet their individual needs as well as the children's. Staff offer support to parents and also link up with the children's centre staff to offer advice on concerns around sleeping and eating for example. Staff are always thinking of new and different ways to engage with parents and are considering if home visits would enhance their practice even further so they can get to know the children's extended families and understand more about their lives.

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

Leadership and management are outstanding. The manager, senior staff and staff team all work extremely closely together and the result is a very effective team who prioritise

children's education and welfare. The manager and staff have an excellent understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. Children are safeguarded as staff are vigilant to the signs and symptoms of abuse and neglect and know what to do if they were concerned about a child. The designated child protection officers ensure staff are reminded to be alert to enable them to protect children. Strategically placed displays near the staff toilets give them a constant reminder of their responsibility to safeguard children. The staff team are very close, but would not hesitate to raise concerns about each other in order to protect children. All staff have accessed safeguarding training and there is a comprehensive policy and procedure in place which underpins practice. Staff have developed excellent relationships with social workers and attend all multi-agency meetings regarding children in their care. This partnership working ensures children are safeguarded. Recruitment procedures are robust to ensure staff are suitable to work with children and the manager checks staffs' suitability on an ongoing basis. Children are safe when they are at nursery as the premises are very secure and staff are extremely vigilant when it comes to supervising children. Thorough risk assessments are conducted which ensure the environment is hazard free. The monitoring of the educational programmes and the quality of teaching is excellent. The manager and senior staff regularly observe teaching practice and this ensures the continual excellence of teaching and learning.

All staff are involved in the monitoring systems as they all observe each other and offer support to continually improve their practice. Although excellent, these systems could be enhanced even further by considering ways for observations of teaching practice to have more of an emphasis on promoting children's communication and language skills to support these even further. Children's progress is tracked and monitored very well by staff and management. The systems used enable the manager and senior staff to identify any children who are falling behind or at risk of falling behind in their development. They then ensure that support and any intervention necessary is offered in a timely fashion. This ensures all children are making excellent progress based on their individual abilities. There is a strong commitment to training and the continuous professional development of staff. Training needs are identified through regular supervisions and appraisals and so are relevant and specific. The manager and staff are good at recognising gaps in their skills and knowledge and taking action to improve. Staff are encouraged to further their qualifications and are given support to do so. All staff are qualified, some to degree level. The high level of qualified staff has a really positive impact on the quality of teaching and learning as it is excellent.

The manager and staff team are professional and dedicated practitioners who put their all into providing high quality childcare and education for the children they look after. They strive for excellence and have very high expectations of themselves and say they will never feel they have achieved perfection. Staff are their own harshest critics and although this has resulted in them providing an outstanding service to the children and families they serve, they are sometimes too harsh on themselves and need to reflect on their excellence more often. The systems of self-evaluation are highly effective in identifying areas for improvement. All staff are involved in reflective practice and the ever evolving improvement plan ensures continuous improvement. The manager works closely with her line manager and local authority advisor as well as colleagues from the children's centre to ensure she has the support she needs. She is very receptive to critique and welcomes new

ideas and feedback. This abundance of support contributes to the high standards of the nursery. The manager and staff are pro-active and seek out information and support when they identify they need it. Partnerships with parents and carers are excellent. Parents are included in all aspects of nursery life and this has an extremely positive impact on children's care and education. Staff also work in close partnerships with colleagues from outside agencies such as schools, children's centres, health professionals, social workers and the local authority. These partnerships are very effective in ensuring an excellent early years experience for all children.

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

Unique reference number	EY469543
Local authority	North East Lincolnshire
Inspection number	938201
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	54
Number of children on roll	139
Name of provider	North East Lincolnshire Council
Date of previous inspection	not applicable
Telephone number	01472324903

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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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