

Parliament Childrens Centre

Severn View Primary Academy, Bisley Old Road, STROUD, Gloucestershire, GL5 1NL

Inspection date

Previous inspection date

30/04/2014

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

- Staff provide interesting and enjoyable activities tailored to meet the needs of each individual child.
- Staff provide a welcoming environment where they meet children's welfare needs. This enables children to feel safe and make good progress in their learning and development.
- Close links with a range of external agencies supports children with specific needs securely. As a result, they make progress in their development.
- Strong links with the school ensures children develop confidence, helping to prepare them well for the next stage of their education.
- Evaluation of practice is effective. The setting has identified what it needs to do to bring about improvement.

It is not yet outstanding because

- Not all children have the opportunity to handle and explore modern technology resources and equipment.
- Resources are not always readily available during activities to sustain children's interest and extend their learning fully.

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 all playrooms and outdoor areas.
- The inspector held discussions the manager, staff, and children.
- The inspector made a number of observations of activities, including undertaking a joint observation with the manager.
- The inspector reviewed a sample of the setting's documentation and children's records.
- The inspector held discussions with parents and took account of their views.

Inspector

Edgar Hastings

Full report

Information about the setting

Parliament Children's Centre registered under the current management in 2013, although it has been running since 1994. It operates from purpose built premises in Stroud, Gloucestershire. The nursery premises consist of a playroom, small kitchenette and toilet facilities. The nursery also uses a large classroom within the primary school. Children have access to two secure outdoor play areas. The 3-4 year old room is open from 9.00 to 3.00 Monday to Friday and the 2-3 year old room from 9.00 to 3.00 Tuesday to Thursday and 9.00 to 12.00 on Monday and Friday, during school term times. The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The nursery is registered on the Early Years Register, and the compulsory part of the Childcare Register. There are currently 28 children on roll aged from two to four years. Children attend for a variety of sessions. The nursery employs five members of childcare staff. The manager has qualified teacher status, one member of staff has a degree in Early Childhood studies, and three others have National Vocational Qualifications at level 3. The nursery provides funded early education for two-, three- and four-year-old children.

What the setting needs to do to improve further

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

- enhance opportunities for all children to have ready access to use modern technology resources
- make resources and equipment readily available when organising activities to ensure the pace of learning is maintained and to enable children to sustain interest throughout.

Inspection judgements

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

Children enjoy attending the nursery because staff cater for their specific interests well, and provide an enjoyable range of activities. They effectively observe and assess children's learning and development, target children's next steps in learning and plan activities to reflect these. Good quality resources are well organised into areas of learning that focus on providing opportunities for the development of children's communication skills. Staff place a strong emphasis on the development of each individual child, and they ensure their particular needs are catered for through careful planning. There is a good balance of activities provided for children to choose for themselves and those delivered by an adult.

Children enjoy playing and exploring in the environments planned and set up by staff. They engage in activities that help them develop their small muscle skills, such as painting and drawing. These help children to develop their creativity and to begin to develop early writing skills. Children draw roads on white boards with felt tipped pens to make roads for the toys cars to travel along. They make tractor tracks in the pasta tray and sweep patterns with a small brush. Hand printing is popular and children find out how to mix paints together to make different colours. Children share books in the reading area with staff and learn to turn the pages the correct way. They point excitedly to the pictures and are able to name some of the pictures of animals and the noises they make.

Children have many opportunities to visit the nature garden to learn about the natural world. They use magnifiers to hunt for insects and to examine things they find more closely. Staff use a topic about Jack and the Beanstalk well to illustrate seeds and growth. Children plant their own seeds in the planters outside, and learn that warmth and water helps them to grow. Children enjoy playing in the outdoor area pouring water from one container to another. However, on occasions some resources and equipment are not always readily available to children to sustain their interest fully. Staff speak to children constantly throughout activities making good use of the communication areas set up for this purpose. This approach helps to develop children's early language skills effectively. Staff use skilful questioning to help children to develop their thinking skills and to use their imagination. They help children to develop their ideas and to solve problems. Children and staff engage together in imaginative play and this supports children's confidence and development of self-esteem.

The three- to four-year-old children in the pre-school share activities with the reception class in school, and this supports their confidence and personal and social development well. The outdoor area provides opportunities for children to select and explore activities for themselves. The climbing apparatus provides challenge and staff encourage children to challenge themselves adventurously but safely. Staff give demonstrations on its use and this motivates children and helps them to develop self-confidence in their own physical abilities. Staff provide well for children with special educational needs and or disabilities. They support them through specifically designed programmes and activities to promote the children's learning and development. Staff's use of rewards and praise helps motivate children and ensures they enjoy success in their tasks. This helps them to make good progress. Pre-school children have access to a range of modern technology equipment, but currently there are few opportunities for the two- to three-year-old children to enjoy these experiences. Overall, the majority of children make good progress in their learning and development, and most are achieving the expected level for their age. The good quality of the individual support they receive to meet their individual needs contributes well to their progress.

Staff work well in partnership with parents to ensure children settle initially and to share information about their individual interests and needs. Much of this information is gathered when staff make home visits. This enables them to develop starting points for each individual child and provide activities for their specific interests on entry to the nursery. This enables children to settle quickly and confidently. Parents value the home visits and the regular opportunities they have to receive information about their children's development and progress. Good opportunities enable parents to support their children's

learning at home, for example, through a loan scheme of books and games. Parents' speak highly of the provision made for their children. One parent commented, 'Its brilliant, my child has developed so well since she started attending.'

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

Staff know the children well and give them a warm welcome on arrival. Children enter confidently and are familiar with the routines and so they settle quickly. They appear happy and enjoy being in the nursery. Key persons have established strong relationships with their children. They know and cater for children's individual needs and interests effectively because of the information they receive from parents on admission. Children exhibit very positive behaviour towards staff and other children, which reflects the strengths of the relationships formed. This shows they feel safe and secure in the caring environment. Children play cooperatively and share activities together, at times helping their friends and showing acts of kindness. This supports their personal and social development well.

Staff encourage children to make choices and decisions for themselves, and this supports their developing independence. Children are learning about healthy lifestyles through the nursery's healthy food and drink policy. They take responsibility for their own personal hygiene through hand washing before meals, and by attending to their own personal needs. At snack time children collect their own plates and cups and serve themselves with food and drink. Children are offered healthy choices of fresh fruit and staff encourage them to try new and unfamiliar foods. When painting children know they must wear an apron to protect their clothes, and then replace it after use. They take responsibility for self- registering on arrival by looking for their name and the initial letter. Children enjoy outdoor play and staff encourage them to be active through the provision of wheeled toys and climbing apparatus. They enjoy climbing up the grassy bank, and digging in the sand and garden area. When playing with cars and tricycles they use telephones and have conversations with staff who relay messages about careful driving. This helps children learn about keeping safe.

The nursery has developed exceptional partnership working with the primary school on the same site through sharing a room adjacent to the reception class for the pre-school age children. They work alongside school age children and participate in many of the activities organised by the school. School staff know the children well and are involved in processes to assess their progress prior to transfer into full time school. This prepares children well for a seamless move into school. Staff prepare children in the two- to three-year age group well for moving rooms through a programme of visits and activities.

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

The nursery leaders and staff have a clear understanding of the learning and development requirements, and tailor activities to ensure they meet each individual child's needs. All

staff plan areas jointly to ensure a balance of activities and play experiences for all age groups. Clear monitoring of the educational provision assesses the effectiveness and the progress that children make. Staff make careful observations and they use the information well to identify children's next steps in learning. Effective systems collect and analyse data relating to children's achievements to see if children are making appropriate progress for their age. Staff use the results effectively to plan to meet children's needs and to identify any gaps in their learning.

Leaders have a good understanding of the responsibilities to meet the safeguarding and welfare requirements. Staff provide a safe learning environment where children feel safe and well cared for by all staff. Safety is given a high priority and effective steps are followed, such as keeping all gates locked during the sessions. Staff carry out regular checks to ensure the safety of premises and equipment the children may use. They keep accurate records of children's attendance and there are secure procedures for the safe collection of children. Staff understand their responsibilities for safeguarding children because they have all been trained and know and understand the procedures to follow in the events of concerns being raised. Rigorous recruitment procedures are in place to check the suitability of candidates applying to work with children. An extensive induction programme enables new staff to become familiar with nursery procedures and routines. Senior staff have undertaken safer recruitment training, and all staff are checked for their suitability to work with young children. The required policies and procedures are in place including one that prohibits the personal use of mobile phones and cameras on the premises.

The leaders make effective use of self-evaluation in order to identify strengths and areas for further improvement, and have taken parents, staff and children's views into account. The nursery demonstrates many strengths in the development of the provision since it first registered. It has clearly identified aspects that it needs to develop further, including the development of the outdoor area. Willing parent volunteers are being recruited to establish fund raising activities so that additional resources can be provided to support children's learning. A strong emphasis is placed upon training for staff, and opportunities for further development through the supervision and performance management process. Staff attend training days, which covers topics including the characteristics of effective learning, assessment and planning and managing behaviour. Leaders monitor the quality of teaching through regular observations, and discussions held with staff about their further development.

Partnerships with parents and carers are strong. Detailed information is provided through newsletters, and regular verbal exchanges with the key person on collection. Questionnaires identify high levels of parental satisfaction with the provision, because staff respond quickly to any concerns parents may have. Parents' speak highly of the nursery and comment on how well it meets the needs of their children. There are effective links with a range of outside agencies developed through the children's centre to ensure children with particular needs get the support they require quickly. They also help parents to get family support services through these links. The nursery enjoys a strongly developed partnership with the local primary school because of the shared use of accommodation, resources and staff, which brings great benefits to children's

development over time.

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

Unique reference number	EY463700
Local authority	Gloucestershire
Inspection number	941862
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 4
Total number of places	28
Number of children on roll	28
Name of provider	Hill Valley and Vale Children's Centre
Date of previous inspection	not applicable
Telephone number	01453 755 373

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

