

Corvedale Centre for Children

Corvedale C of E Primary School, Diddlebury, CRAVEN ARMS, Shropshire, SY7 9DH

Inspection date	09/05/2014
Previous inspection date	26/04/2013

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	4
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 have a good knowledge of child protection and have attended training. They are clear about the procedures to be followed to report any safeguarding concerns they may have. As a result, children are kept safe.
- Staff provide a wide range of stimulating activities and resources and this, along with the good quality teaching practice, supports children to become motivated learners. As a result, children are making very good progress in their learning and development.
- Children are settled and happy in this welcoming setting. They have good attachments to the attentive staff who know the very children well. Children explore the environment with confidence as their emotional well-being is very well supported.
- Effective information sharing with parents and providers who may be involved in the care and learning of the children are strong. This helps parents to support their child's learning in the setting and to continue this learning at home.
- Management has a good understanding of the strengths and weaknesses of the setting and involve all staff and parents in the setting's self-evaluation process.

It is not yet outstanding because

- There is scope to provide opportunities to encourage children's independence further by involving children in routine tasks at snack time.

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 in two playrooms and the outside play area.
- The inspector held a meeting with the manager and had discussions with staff.
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of staff working within the setting and a range of other documentation.
- The inspector also took account of the views of the parents, carers and children spoken to on the day.

Inspector

Karen Laycock

Full report

Information about the setting

Corvedale Centre for Children was registered in 1974 and is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is situated in Corvedale Primary School in Diddlebury, South Shropshire and is managed by a committee. The setting serves the local area and is accessible to all children. There is an enclosed area available for outdoor play. The setting employs five members of childcare staff. Of these, two hold appropriate early years qualifications at level 3, one at level 2 and one at level 5. The setting opens Monday to Friday all year round. Sessions are from 8am until 5.30pm. Children attend for a variety of sessions. There are currently 30 children attending who are in the early years age group. The setting 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 children to further develop growing independence by encouraging them to prepare their own snacks.

Inspection judgements

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

Staff are very enthusiastic about their work and ensure that children enjoy a range of interesting and challenging experiences. Children learn through activities that cover the seven areas of learning, which are carefully planned to support children's interests and learning preferences. Staff gather information from the parents prior to each child starting to find out about each individual child's interests, what they know, like and can do. Well-documented learning journals are compiled in partnership with parents. Parents are encouraged to be involved in their children's learning through regular meetings to discuss their child's development with staff, including the progress check at age two. Parents are encouraged to make their own observations at home and record these in their child's records. This helps parents to support their child's learning in the setting and to continue this in their home environment. Staff frequently reflect on the planning and this helps staff focus on the intended learning objectives so that each child's needs are met during activities. Teaching is good, as staff are constantly attuned to what the children are doing and when it is appropriate to intervene to support and extend their learning opportunities. Staff constantly observe children during play and routines to note their current interests and abilities. These sharply-focused observations are used to move learning forward. Staff plan purposeful learning opportunities, which challenge children constantly to help them think and develop new ideas and achievements during their play.

The good partnerships with parents and carers, the precisely-focused observations and

planning for individual children means they make very good progress in their learning and development. Children are well prepared for their move into full-time school as they become independent and eager learners. Staff provide a good range of resources to encourage children to make marks, such as sand, chalks, water and crayons to draw pictures of what they see, which promotes their early writing skills. Using these resources, children develop pencil control, express imagination and write for a purpose. Some children attempt to write their names and some draw the shapes they have been learning recently, experimenting with the creation of patterns. Staff help children to learn about letters and their associated sounds and model how letters are formed. All children are invited to a 'letters and sounds' lesson once a week with a teacher in the adjoining school. Children's mathematical skills are fostered extremely well and staff extend more able children's thinking as they provide them with more complex problems to solve. For example, staff point out beetles under a log and others on top. They skilfully encourage the children to work out the total number of beetles, those that the children can see and those that they cannot. Children are supported to learn about simple everyday information and communication technology. They recognise that when they use a camera, they can print off the picture for all to see. Children enjoy circle time as they discuss the characters in their chosen nursery rhymes. Staff provide different props related to the rhymes and the children are fully engaged and join in enthusiastically as they use these alongside singing the songs. Staff encourage the children to recall their own experiences and they learn to listen attentively to what each other has to say. This develops their communication and language skills as they extend their vocabulary and learn from each other. This, along with the good quality teaching, ensures that children are well prepared for the next stage of learning, including readiness for school. Staff engage well with children at their self-chosen activities to promote learning.

Outside, children enjoy working together as a team as they eagerly include each other in their play activities. For example, they share a wheeled tandem toy with each other, and children take turns to pedal, which promotes their physical and social skills. Children enthusiastically explore the outside area during a bug hunt as they search for different insects and match them to the toy models. They use magnifying glasses to investigate and staff encourage them to look closely at the features of the insect. Staff ask searching questions to explore children's understanding and to develop their thinking skills, such as 'where do you think this beetle lives?' This helps to promote children's thinking skills and language development. Staff take this opportunity to introduce mathematics as they use positional language such as under, on top and over as the children explore and investigate. Children count the legs of the insects and others compare sizes. Staff introduce new vocabulary such as moist and habitat as the children are tasked to look for a spider. Children jump with joy as they find one.

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

Children are settled and happy in this setting. This is due to the good relationship they build with their key person and other members of the team. Staff are skilled at getting to know children quickly and assessing their individual needs when they first start at the setting. Well organised and flexible settling-in sessions help to make the transition from home or other carers to the warm, welcoming and relaxed setting. Staff gather

comprehensive information from parents and record information about their development, daily routines and interests. This means that children's needs are met from the outset as staff have a good understanding of each child's individual needs. Staff form strong bonds with children, parents and families. This secures children's emotional well-being and so they are happy to attend and confidently separate from their parents on arrival. In addition, it supports smooth transitions when children move from the setting and then on to school.

Children enjoy choosing their own resources from the excellent supply of high quality resources. They are encouraged to lead their own play which builds their confidence and enhances their learning opportunities. Staff recognise when children are ready to take responsibility. Children are encouraged to manage their personal needs by taking themselves to the toilet, which is safely located at the edge of the main playroom. They understand the need to wash their hands to make sure 'the germs are washed away'. Children's independence is being developed by encouraging them to put on their own coats and shoes and staff intervene to give support appropriately. However, opportunities to further promote children's independence are missed as they do not help to prepare their own snack. Staff are keen to ensure children's safety and supervision and provide high levels of support for children who have medical or dietary requirements. Children enjoy lively and bubbly conversations at snack and mealtimes. These help them to understand the importance of a healthy diet through discussions about foods that are healthy and those which are not. This supports children to make healthy choices which they inform 'makes good teeth' and 'makes us strong'. During a baking session, staff explain the dangers of the hot oven and why the children cannot touch or eat the cakes before they have cooled. Staff also talk about the sharp scissors they use and how to use them safely before closely supervising the children to cut the sugar bag open. These opportunities enable children to take risks under adult supervision and support children in understanding how to keep themselves safe.

Management deploys staff effectively to enable children have access to the well-resourced outdoor area at all times, so that they benefit from regular fresh air and exercise. Children's understanding of how to keep themselves safe outdoors is promoted by the rules of the setting. For example, children inform that they must make sure that "we do not bump others when we ride our bicycles". The staff give the children lots of praise for what they have achieved and the children respond with big smiles. This is because staff are good in building children's confidence and the children feel valued. Additionally, the displays of the children's work and photographs of them showing the skills they have used, supports their developing self-esteem and sense of belonging. Staff support children to work together and the setting has basic rules, such as sharing and taking turns. Children behave very well. This is because staff are consistent in their approach to good behaviour and set clear boundaries to ensure children are thoughtful and kind. Staff provide good role models in being kind and respectful to one another. These important personal skills in managing emotions and developing positive relationships support children well towards the next stage of their learning, such as school.

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

Staff have a good understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage. They confidently describe the signs and symptoms of abuse and know how to promptly refer any concerns about a child's well-being. All of the required checks are made to ensure that staff are suitable to work with children. This means that children are safe and secure in the setting. Management undertake comprehensive risk assessments indoors and outdoors and for all outings. They review these regularly to ensure that they meet the current needs of the children attending. This helps to ensure that children are well protected from harm.

Management and staff demonstrate a secure understanding of how children learn and develop. They use their professional skills and expertise very well, to plan and monitor a varied programme of activities that cover the seven areas of learning in depth. They carefully observe children as they play and use this information effectively to guide and support children's continuous progress. This ensures that children quickly develop their confidence and means that all children are making good progress towards their next stage of learning. Management and staff conduct a thorough evaluation of practice, taking into account the views of parents obtained from daily discussion, meetings and questionnaires. Staff listen carefully to children and encourage them to express their likes and dislikes, during group discussions and everyday conversations. This helps staff to continually review and adapt their practice to meet children's needs. There is a strong relationship in place with parents and carers. Staff welcome parents' involvement in their child's progression and ensure that they are fully included as often as possible. The accessible planning and learning journeys ensure that parents are always updated regarding their child's activities and progress. In addition, staff provide parents with documentation each week detailing their child's next steps in learning and the progress their child has made towards these. Parents inform that they enjoy taking home their child's learning journey to add their own comments of what their child has achieved at home.

The setting's evaluation takes into account the views of children, parents and staff, as well as ongoing support from the local authority. Management and staff are highly committed to continuous professional development and attend regular and varied training courses, to enhance and update their knowledge and skills. There is a well-established programme of regular appraisals which ensures training needs are identified, the quality of teaching is monitored and under performance is tracked effectively. Actions and recommendations raised during the previous inspection have been met successfully to improve the quality of care and education of the children. Management have good systems in place to sustain this improvement. This means that children are supported effectively to make good progress in their learning and development. Required documentation is well maintained. It is evident from discussions with parents that they greatly appreciate and value the service provided. For example, one parent comments 'I really enjoy seeing how well my child is doing' and 'I really appreciate being so involved in my child's learning'. Other comments include how caring and friendly staff are, how much their children enjoy attending and the wonderful range of activities provided. Partnerships with external agencies, local schools and other settings attended by the children are very strong and this helps to promote consistency of care and learning.

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

Unique reference number	224080
Local authority	Shropshire
Inspection number	920880
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	30
Name of provider	Corvedale Centre for Children Committee
Date of previous inspection	26/04/2013
Telephone number	01584 841295

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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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