

Devizes & District Opportunity Centre

Opportunity Centre, Bellevue Road, Devizes, Wiltshire, SN10 2AJ

Inspection date	28/04/2014
Previous inspection date	03/06/2009

The quality and standards of the early years provision	This inspection: 1	
	Previous inspection:	2
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

- The centre's practice consistently reflects the highest aspirations for all children as staff work as a team to enable children to make very good progress in relation to their starting points.
- Each child is fully included in the centre's provision. As a result, they benefit from much attentive, individual support from committed staff whose expertise fully encourages them to learn and develop.
- The centre has a very well organised, regular and effective professional development programme, which is continually improving the staff's quality of teaching and the welfare for each child.
- Highly effective and continually developing partnerships with parents and/or carers and other agencies enable staff to meet individual children's needs meticulously. Staff strive to ensure that these links are highly productive in smoothing children's transitions into full-time education.
- The centre's management and leadership are of the highest order, providing expert support for whole families as well as the children.

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 of the playrooms and the outside learning environment.
- The inspector had discussions with management, staff and parents.
- The inspector undertook a joint observation with the deputy manager outdoors.
- The inspector sampled a range of documentation, including children's records, planning, safeguarding procedures, policies and information from a parents' survey.

Inspector
Angela Cole

Full report

Information about the setting

Devizes & District Opportunity Centre registered in 1978 and is a specialist centre for children with special educational needs and/or disabilities. It operates from a purpose-built centre in Devizes, Wiltshire and families are referred from local towns and villages. Children use a variety of different rooms and have access to two enclosed outside play areas and a sensory garden. The centre opens each weekday during term time. Sessions on Monday and Thursday are from 9.15am to 11.15am and 11.30am to 2pm, on Tuesday and Friday from 9.30am to 12 noon and on Wednesday from 9.15am to 11.45am and 12 noon to 2.30pm. The sessions on Monday and Thursday mornings are for children under three years old, who are accompanied by parents and/or carers. The centre is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. There are 57 children on roll in the early years age range. The centre is in receipt of funding for the provision of free early education for children aged two, three and four years. The centre currently supports a number of children learning English as an additional language. There are 13 members of staff working with the children, who all have recognised childcare qualifications. Of these, one has qualified teacher status and another has early years professional status. There are two staff working towards a further qualification. The centre uses a number of teaching methods that are specifically for children with special educational needs and/or disabilities, such as the Derbyshire Language scheme.

What the setting needs to do to improve further

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

- offer direct input into all progress checks for shared two-year-old children being prepared by staff in main stream settings to maximise support for children's learning.

Inspection judgements

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

The staff consistently achieve very high standards across every aspect of their work through exceptional educational programmes in the seven areas for all children. Assessment across the centre is precise and includes all those involved in each child's learning and development. Management and staff rigorously research children's base line achievements, including through home visits, and closely monitor children's progress at measured intervals. They use this knowledge to secure timely interventions and support, based on a comprehensive knowledge of each child and their family background. In the centre, staff make excellent use of the progress checks for two-year-old children. However, they do not offer direct input to staff in all mainstream settings completing

progress checks for shared two-year-old children. Nevertheless, there is an extremely sharp focus on helping all children to acquire communication and language skills, and on supporting their physical, personal, social and emotional development. This helps all children make rapid improvement in their learning from their starting points with gaps closing significantly through recognised small steps.

Considering their entry levels, children achieve very good progress in their learning and development. In personal, social and emotional development, key persons offer highly consistent, personalised support so children may establish secure relationships with the adults and other children. They successfully offer challenges for children to develop physically, providing rich, varied and imaginative experiences in which to learn. For example, children receive attentive support to climb and balance and they hugely enjoy playing parachute games. The staff have very high expectations of themselves and for children. They impeccably offer highly productive, tailored stimulation to extend children's communication and language skills. Excellent use is made of clear speech, sign language and picture cards for adults and children to communicate. Children eagerly join in favourite stories with key words and confidently use a board of associated pictures to choose action songs for the group.

Adults take every opportunity to support children to explore early literacy and mathematical skills. For example, in play, staff link 'wiggly' movements to wiggly lines and offer attractive puzzles and blocks to explore shapes. Children can learn to recognise their names, for example by their coat hooks. They thoroughly enjoy using pictures as symbols of their chosen fruits and vegetables for their snacks. The staff have expert knowledge of each aspect of the areas of learning and a very clear understanding of how children learn. They take meticulous note of children's play interests and preferences, immediately incorporating these into their activities and planning. For example, when children choose to make binoculars, staff encourage them to go outside to look for birds and collect leaves to make their own birds' nests.

Highly successful strategies engage all parents in their children's development in the centre and children's needs are highly met in accordance with their parent's wishes. The centre's thoughtful and wide-ranging promotion of children's all-round development enables children to thrive in a supportive, interesting and exciting learning environment. Consequently, children have excellent experiences, ensuring that they are as well prepared as possible and supported for their next steps in learning and for school.

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

Staff are exceptionally skilled in supporting children to feel emotionally secure and to recognise they are part of a social group. The staff demonstrate their expertise and sensitivity in providing children with a very strong base for their developing independence and exploration. They offer constant, individual encouragement to children by showing genuine, informed interest in them and their chosen activities. Staff provide expertly prepared environments with high quality, child-accessible resources that promote learning and challenge children in and out of doors. Children have opportunities to move freely

around the play areas, revisiting activities as they wish and being expertly taught as staff interact using resources that interest them. Staff manage each child's behaviour in highly positive ways, very strongly focusing on the development of their social skills. This means that children hear frequently about the importance of being polite and about tidying away their play materials to be considerate towards others. Through this highly supportive ethos, children increasingly show self-control during activities and develop confidence in varied, social situations.

The staff give the highest priority to the safety of children and effectively support their growing understanding of how to keep themselves safe. Children benefit from frequent sessions in the soft play area where those with limited physical control can delight in moving safely. Children have excellent opportunities to learn how to manage risks and challenges relative to their abilities. For example, they gain confidence to launch themselves down the slide in the bank and enjoy negotiating the steep, winding path to have another turn. Staff model ways to handle tools and materials for children to learn to use these safely. This excellent approach supports children's growing understanding of how to risk assess situations and keep themselves and others safe.

Staff enable children to follow very good health and hygiene practices and to learn consistently the importance of routines, such as washing before eating. Parents receive encouragement to provide healthy packed meals for children who stay for lunch. Staff offer extensive support for children to learn about healthy eating, for example as they pour their drinks of milk or water and learn to eat savoury foods first. Children are developing a healthy life style as they take part in an exciting range of physical activities both in and out of doors to develop coordination and confidence. They benefit from regular walks, including to the local market to buy fruit and vegetables. They have very good opportunities to learn a range of new skills, such as gardening to grow a wide range of foods for their snacks.

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

The management has an excellent understanding of the responsibility to make sure that the centre's provision meets the safeguarding and welfare requirements. Comprehensive safeguarding arrangements are in place. Each staff member has a very clear understanding of all safeguarding issues, including the knowledge to respond promptly where there is a concern about a child. The management uses rigorous recruitment, checking and induction procedures so that all staff are highly suitable and skilled to work with children. Leaders are fully aware of changes and significant events of which to notify Ofsted. Close supervision at all times adds to children's safety. Implementation of a highly effective risk assessment programme results in the premises being entirely secure and safe. The management regularly reviews arrangements for safeguarding, including training teams of staff to support individual children's health care plans. Procedures for administering first aid and sharing comprehensive accident reports are exemplary. With input from all staff, the management regularly updates and shares all required documentation and policies, including the inclusive equal opportunities procedures.

Management and staff have excellent awareness of procedures to enhance the safety and well-being of all children.

Highly effective partnership working between the centre, parents, carers and external agencies enables staff to quickly identify and exceptionally well meet children's needs. The accessing of every available type of additional support for children with special educational needs and/or disabilities and their families is a high priority. The centre is proactive in establishing exemplary working partnerships. Many links with other early years providers involved with children promote excellent continuity of care and learning. The management and children's key persons foster highly productive relationships with parents and carers. They strive to promote full sharing of information about children's care and learning in the centre and at home. They fully value the views of families and always consult them over plans for their children. As a result, children benefit from the extensive interventions secured and from the motivating support they receive. Parents and carers are highly appreciative of the expert skills and the scope of the support that staff share. The leadership of the centre is inspirational. The highly successful and well-documented quality assurance drive to improve children's achievement demonstrates the aim for excellence in all aspects of practice. High quality, frequent supervision results in a targeted programme of professional development. This ensures that the committed staff are constantly improving their already first rate understanding and practice. Overall, staff are highly trained and children significantly benefit from their exemplary, continual discussion of key information. Self-evaluation is a key feature of the centre to reflect on areas for development in relation to all aspects of the provision. The centre has fully addressed the recommendation from the previous inspection regarding the promotion of equal opportunities. Extensive monitoring and analysis of individual children's levels of attainment result in further improvement of the educational programmes to sustain the best possible progress. For example, staff are aiming for absolute consistency in ensuring that their observations fully inform all aspects of practice. The centre plans to keep the indoor and outdoor provision exciting and fresh, particularly so the youngest of the children with complex needs have access to all learning opportunities. This demonstrates an excellent capacity for continuous improvement.

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	145904
Local authority	Wiltshire
Inspection number	916409
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	30
Number of children on roll	57
Name of provider	Devizes And District Opportunity Centre
Date of previous inspection	03/06/2009
Telephone number	01380 726077

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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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