

The Park Children's Centre

The Park Primary School, Elm Road, STONEHOUSE, Gloucestershire, GL10 2NP

Inspection date

Previous inspection date

02/06/2014

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

- Children are well settled and demonstrate they feel comfortable in their surroundings. Staff have developed good relationships with their key children, as a result their individual needs are met well.
- The staff are knowledgeable about how children learn and develop, which means they are able to support children well as they progress in all areas of learning.
- All safeguarding requirements are met effectively, as result children's well being is supported well.
- There are excellent partnerships with parents, carers and other professionals, which means that all adults are able to contribute to children's learning and development.
- The setting have completed a detailed evaluation of their practice, which has been effective in identifying their strengths and areas to improve in the future.

It is not yet outstanding because

- Children are not fully encouraged to develop their independence, through being encouraged to take part in the preparation of snacks and pour their own drinks
- The preschool children are not always fully informed about what is expected of them and what resources are available when taking part in Forest School activities.

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 inspection was carried out by one inspector.
- The inspector observed activities in the Red Lodge building, the play rooms, the Forest School area and the outside play spaces.
- The inspector conducted a joint observation with the Early Years manager.
- The inspector had discussions with the managers, the staff, children and parents.
- The inspector sampled a range of documentation including children's records, safeguarding procedures, risk assessments and the settings policies and procedures.

Inspector

Hilary Tierney

Full report

Information about the setting

The Park Children's Centre opened in 1887, but registered under the current management in 2013. The centre is registered on the Early Years Register and the compulsory part of the Childcare Register. It is located on an infant school site in Stonehouse, Gloucestershire. It operates from the Red Lodge Building which is used for the two-year-olds, two separate playrooms are used for the three- and four-year-old children. The Red Lodge Building has a covered outside area for children to use. The children who use the other play rooms have access to a partially covered outside play space. Children are also able to access the Forest School areas in the school grounds. The Children's Centre is open on each week day from 8.30am until 4.30pm, all year round. The Early Years provision is open term time only from 8.45am to 3.30pm. Children attend from the local catchment area. The centre provides funded early education for two, three- and four-year-old children. There are currently 80 children on roll. They offer support children with special educational needs and/or disabilities, and those children who speak English as an additional language. There is a team of 14 staff, of these 11 work directly with the children. There are four staff who hold qualified teacher status and seven members of staff hold qualifications to level 3 or above. All staff have completed first aid training.

What the setting needs to do to improve further

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

- further develop how to increase children's independence so they are able to participate in the preparation of snacks and pour their own drinks
- improve how children are informed about the types of resources available, so they are able to understand the planned activity with particular reference to Forest School activities.

Inspection judgements

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

Staff completed detailed observations and assessments on children. They clearly identify children's starting points, interests and next steps. As a result staff support children's learning effectively and they progress very well relative to their starting points. Children are motivated, eager to learn and enjoy themselves at the setting. Children's communication and language skills are developing well, through regular interaction with the staff. The 'Every child a talker' programme that staff have attended has had a positive impact on how they interact with the children and support children's language skills. Staff repeat words correctly to children as they interact which helps children learn the correct

way to say words. Children enjoy looking at books alone and with staff. They sit in the cosy book corners that have been created in all play rooms and staff encourage children to talk about the pictures they are looking at as they turn the pages.

Children develop their personal, social and emotional development well. They are encouraged to share and take turns, make friends and reminded to be kind to each other as they interact. For example, children enjoy filling containers with water from the water barrel to water their plants. Children are gently reminded to take turns and wait until each one has finished filling their container before it is their turn by the member of staff who supervises the activity. Children enjoy role play and pretend to feed their dolls with bottles and take them for walks.

Children enjoy developing their physical skills. They youngest children have good opportunities to run, learn how to catch balls, explore textures through sand play and explore bubbles. The preschool children have lovely opportunities outside to explore. They are able to fill buckets with water and paint the walls with brushes, they roll large car tyres and watch what happens as they let go and the tyre slows down. Children enjoy taking part in going to the Forest school area in the school grounds. They are starting to learn to dress themselves and confidently put on wellington boots and waterproofs with little help from the staff. Children understand the boundaries of how far they are able to go when on the field, through careful explanation from staff. During this activity staff do not get out the resources from the bag until children ask for containers and magnifying glasses so they can find and collect bugs. This means that some new children are unaware of these resources and wander around trying to work out what to do. However, staff and children interact well when they search for bugs. Children turn over stones, logs and leaves and squeal with delight as they find woodlice, ants and worms. Staff use open-ended questions to help children think and problem solve, such as "what do you think we will find?" And "how many legs do they have?" Children count confidently as they count the bugs they have found. Children are supported well by staff to help them in acquiring the skills, attitudes and dispositions they require to help them be ready for their next stage in learning such as school.

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

Children are confident, happy and well behaved. There is a well-established key person system; as a result children develop close bonds with their key person. Children understand the rules of the setting and through clear explanations are beginning to understand about how to behave. For example, new children are reminded not to climb on furniture, because they may fall and hurt themselves. Safety is a priority for the staff and they ensure the building is secure when children are present and that they supervise children well at all times.

Children are beginning to learn about healthy lifestyles. They are reminded to wash their hands before eating, after being outside and using the toilet. Staff are good role models and children see them cleaning the tables before snacks and meals, washing their hands after nappy changing. Children enjoy meal times, they are encouraged to sit at the table

and eat with their friends. Staff prepare snacks and bring these into the rooms with fruit already prepared. Staff ask children what they would like to drink and pour the drinks for the children. This means that children are not fully encouraged to develop their independence and awareness of how much they are able to have a drink. At times children are not always involved in the preparation of snacks, such as setting the table or cutting the fruit.

Children have easy and free access to the outside play areas where they are able to develop their play. They enjoy watering the plants they have grown, rolling tyres and learning ball skills such as catching. Children have opportunities to explore the world around them through the use of the school grounds and forest school areas. Children enjoy finding bugs, worms and taking calculated risks such as climbing small trees. Children are being prepared well for their move to the next stage in their learning.

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

The provider has a good understanding of their responsibilities in meeting the safeguarding and welfare requirements and meets them well. There are clear procedures in place to ensure that all staff working with children are suitably checked and qualified. There are robust recruitment, induction and monitoring processes, which helps to ensure that all staff are fully aware of the settings policies and procedures. Monitoring and supervision of staff helps to clearly identify and address any issues and training needs. Staff are clear about the safeguarding procedures and what to do if they have any concerns about children in their care. Detailed risk assessments help staff provide a safe, suitable environment where children may play safely. The staff implement all policies and procedures effectively.

The provider has a good understanding of their responsibilities in meeting the learning and development requirements. The staff carry out detailed observations and assessments on the children. This enables them to clearly identify the children that require extra support or extension. There is a good balance of adult and child-led activities that enable staff to focus on their key children's next steps. Staff are sensitive to children's abilities and adapt activities accordingly. For example, a previous threading activity had been provided for the children and staff realised it had been too hard for some children, so they had adapted it to make it easier for some children to achieve.

There are excellent partnerships with parents, carers. Detailed information is shared with them on a regular basis such as weekly sharing of learning journals. Parents are able to regularly speak to their child's key person and discuss any concerns. Staff carry out home visits before children start at the setting, which helps build relationships with the family and child. This contributes to helping children settle quickly at the setting. Parents spoken to speak highly of the staff, the support they receive and the high quality care provided. There are excellent partnerships and information sharing with other professionals and other early years settings children attend. This means that all adults are able to contribute effectively to the child's learning and development. The staff and management have

completed a detailed evaluation of their setting. This has been effective and clearly identified the strengths of the setting and the areas to improve. This demonstrates the commitment of the staff and management to strive to improve the care provided.

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	EY463717
Local authority	Gloucestershire
Inspection number	943201
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	66
Number of children on roll	80
Name of provider	Hill Valley and Vale Children's Centre
Date of previous inspection	not applicable
Telephone number	01453 821 631

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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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