

The Pace Early Years Centre

156 Wendover Road, Stoke Mandeville, Aylesbury, Buckinghamshire, HP22 5TE

Inspection date

Previous inspection date

18/06/2014

Not Applicable

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

Not Applicable

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

- Staff have an excellent knowledge and understanding of how children learn, and provide a rich, varied and stimulating educational programme. Consequently, children demonstrate excellent progress in their learning and development
- Children's move into this extremely well-managed and welcoming centre is supported very effectively. Consequently, they settle quickly and are happy to leave their parents
- Excellent information sharing engages all parents in their children's learning in the setting and at home. Children's individual needs are exceptionally well met through highly effective partnerships between the setting, parents and external agencies.
- Partnerships with parents are excellent because staff give the highest priority to the sharing of information and involving parents in their children's learning. As a result, children settle extremely well and parents have complete confidence, faith and trust in the staff who care for them
- Monitoring in all areas to support highly effective practice and inform improvement is rigorous, leading to exceptional performance in the continuous pursuit of excellence.

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 conducted a tour of the centre accompanied by the deputy.
 - The inspector observed staff and children during a range of activities
 - The inspector had discussions with staff and looked at the children's development files
- The inspector spoke to parents, the nominated person and looked at a range of
- documents including evidence of staff's suitability to work with children and a sample of policies and procedures and other records.
 - The inspector invited the manager to conduct a joint observation.

Inspector

Maxine Coulson

Full report

Information about the setting

The Pace Early Years Centre at The Bradbury Campus registered in 2013. It is managed by The Pace Centre which is a registered charity that has operated several settings within the Aylesbury area since 1990. It operates from purpose-built premises in Stoke Mandeville on the outskirts of Aylesbury in Buckinghamshire. The Early Years Centre provides a service from birth up to the age of eight years, for children from the local community and beyond, who have a physical disability and related learning challenges. It follows the principals of Conductive Education, a system specifically developed for children and adults who have motor disorders of neurological origin such as cerebral palsy. There are currently 28 children on roll. It is open on Monday, Tuesday, Thursday and Friday from 9am until 3.45pm and from 9am until 3pm on Wednesdays during term times only. Twilight and Saturday sessions for children and families to attend are also organised as required. The Early Years Centre is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for three and four year olds. Children attend for a variety of sessions. The setting employs 29 staff including a manager, conductors, therapists and learning support assistants. The manager has Early Years Professional Status and 24 staff hold qualifications at either level 5 or 6.

What the setting needs to do to improve further

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

- continue to extend the opportunities for staff to complete a relevant early years degree to further enhance children's learning and development outcomes.

Inspection judgements

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

All nursery staff have a thorough knowledge and understanding of the Early Years Foundation Stage. As a result, all children are making excellent progress towards the early learning goals given their starting points. Staff plan and provide a wide and interesting range of challenging and stimulating activities, tailor made for the children's individual learning needs. The quality of teaching and learning is exemplary. Staff conscientiously support children in their learning and children respond willingly and eagerly. This shows they are acquiring the skills and positive attitudes they need to be ready for school and the next stage of learning. Staff know and understand children extremely well. This is based on precise and accurate information sharing with parents and frequent observations and assessment of children's progress and their individual learning needs. Staff use what they know about each child to guide and shape the planning of each educational programme. Information is shared extremely well with parents so that they can be

involved and continue children's learning at home. This means each child's learning is individualised and their future learning targets taken regularly into account. Staffing is mainly one-to-one with conductors, therapists and classroom assistants working together in teams within the class groups.

Staff place an extremely sharp focus on helping children develop communication and language skills, and on supporting their physical, personal, social and emotional development. This helps all children make excellent progress and forms a secure basis for their future learning. Children are involved in a rich and wide range of activities where they can explore, investigate and learn by first-hand experiences. For example, they sing songs as they take part in physical routines and play with musical instruments. Resources are chosen carefully to meet children's needs and include specialist furniture and equipment to help children to develop movement skills and communication.. For example, sensory toys, such as shiny paper that rustles as children move and computers controlled by a switch instead of a mouse, allow children full access to whatever they wish to play with. Their personal development is supported extremely well as staff sit with the children and teach them, for example, how to put on socks and shoes, giving children just the right amount of support for them to be successful in finishing the task themselves. Staff talk with the children constantly, and they enjoy each other's company as they laugh and giggle together: 'Shall I help you with your socks? I will pop them on your feet and then you pull them right up to your knees.'

All staff support children's understanding of speech by using gestures and, where appropriate, sign language. Parents are given recording devices so that they can record information at home for their child to share with staff at the centre; this ensures all children are able to communicate at all levels. Children take part in a vast range of activities across all areas of the Early Years Foundation Stage and they have a wealth of resources to choose from. Staff plan many good opportunities for children to explore through their senses. Children paint, plant flowers, explore different types of media, sing songs, count, enjoy messy play in sand and water and have a wealth of books and a whole host of toys to choose from, including soft cuddly toys, puzzles, bricks and ride-on toys.

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

Staff are skilful at building extremely warm, caring and trusting relationships with children. They offer flexible settling-in sessions for children as they commence at the nursery, therefore, helping to reduce stress and anxiety for both parents and child. Staff appreciate that information sharing is crucial and welcome the opportunity to get to know each child and their family well. Detailed information shared by parents when children start, helps each key person familiarise themselves with their key child's routines, preferences, dislikes, interests and previous experiences. This provides a good starting point for tracking each child's progress.

The areas children use are extremely well resourced and conducive to learning. The nursery is secure, bright, welcoming and inclusive and, as a result, children feel safe and

encouraged to become confident and independent. Rooms are very well organised and space used successfully to meet the specific needs of all children. Many photographs are evident which helps keep parents well informed because the captions link to the areas of learning and the Early Years Foundation Stage. This means parents are well aware of the learning that is taking place and how they can contribute towards this at home.

Extremely thorough risk assessments ensure children's safety receives very high priority. Despite children's understanding of how to keep themselves safe being somewhat restricted, staff provide such high quality support, children quickly gain a strong sense of security. This helps them quickly develop confidence and self-esteem. Children settle well and develop close relationships with their key worker and staff meet their individual health, dietary and physical needs exceptionally well. They work closely and effectively with parents and professionals to give any required medical care. Toileting facilities help children gain some independence in their self-care and children learn about the importance of regular hand washing to minimise the spread of infection. This too develops their sense of self worth and confidence, as children know they are highly valued.

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

Inspirational leadership ensures the setting continually meets the varied needs of all the children who attend. Constant reflection and the drive towards continual development of the provision and programme for learning means children are provided with a safe, well-organised, first-rate nursery. Staff have high expectations for children and are immensely thorough and resourceful as they strive towards meeting the highest of standards. This ensures each child has optimal learning opportunities so that they can achieve their full potential. The in-depth monitoring systems of children's progress, achievements and future learning goals include excellent focus on evaluating children's well-being and levels of involvement. This complements staff's observations and assessment of children's progress to help them gain a very clear picture about each child and how they can provide personalised action to meet each one's individual needs.

The well-qualified staff work highly effectively as a team. They are passionate and committed to providing the best quality care possible for all children who attend the setting. They demonstrate this by their excellent commitment to training and steadfast support for each other. High-quality staff performance is based around regular supervisions, appraisals, team meetings and one-to-one peer support. This means staff are continually improving their already first-rate performance and practice. There is scope for more staff to develop their professional development, by accessing appropriate early years' degrees, for example.

Children's needs are exceptionally well met through highly effective partnerships with parents, other settings and providers and external agencies. There is a strong commitment to network with other providers in the area. This supports effective partnership working and promotes the sharing of good practice for all adults who have contact with the children. Consultation with all users of the setting ensures that targets

are achievable and truly reflect the needs of the children. All staff attend safeguarding training and know the action to take if they have any concerns about a child's welfare or well-being. The building and outdoor areas are very secure and safe and staff diligently carry out routine visual and written checks to ensure children's safety remains a priority. There are effective systems in place to monitor the safeguarding and welfare requirements of the Early Years Foundation Stage. For example, there are robust recruitment and retention systems in place and staff's suitability to work with children is checked and regularly monitored. The evaluation of all aspects of practice to inform staff development and improvement of the nursery provision for children is rigorous, leading to exceptional performance in the pursuit of excellence.

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	EY473726
Local authority	Buckinghamshire
Inspection number	948725
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	74
Number of children on roll	28
Name of provider	The Pace Centre Limited
Date of previous inspection	not applicable
Telephone number	01296392923

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

