

Temple Sutton Children's Centre

Temple Sutton Primary School, Eastern Avenue, Southend-on-Sea, Essex, SS2 4BA

Inspection date

10/07/2014

Previous inspection date

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

- Children are highly motivated and inspired by the exceptionally high quality of teaching, that supports children of all ages to make excellent progress in all areas of learning.
- Children's health and well-being is given the highest priority, and staff have extensive knowledge and understanding of safeguarding and child protection. The comprehensive risk assessments successfully minimise potential risks.
- Children clearly benefit from the exceptionally warm, nurturing environment. Children form extremely secure attachments with staff, and they develop impressive levels of confidence and self-esteem.
- The partnerships with parents are exemplary. Staff ensure that parents are exceptionally well informed about children's progress and actively encouraged to share information about learning at home.

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.

Inspection activities

- The inspector conducted a joint observation with the manager.
- The inspector held meetings with the manager of the children's centre.
- The inspector looked at children's assessment records, planning documentation, and a selection of policies and procedures.
- The inspector checked evidence of suitability and qualifications of practitioners working with children, the setting's self-evaluation form and improvement plan.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector interacted with children and staff throughout the inspection.

Inspector

Judith Harris

Full report

Information about the setting

Temple Sutton Children's Centre was registered in 2006 and is on the Early Years Register. It is situated in purpose built premises in the Southend area of Essex, and is managed by Temple Sutton School governors. The children's centre serves the local and wider area and is accessible to all children. It operates from five classrooms and there is an enclosed area available for outdoor play. The children's centre employs 32 members of childcare staff. Of these, 30 hold appropriate early years qualifications at level 3, including two with Early Years Professional Status. Two members of staff hold Qualified Teacher Status. The children's centre opens Monday to Friday all year round, with four weeks closure. Sessions are from 8am until 6pm and children attend for a variety of sessions. There are currently 190 children attending who are in the early years age group. The children's centre provides funded early education for two-, three- and four-year-old children, and supports children with special educational needs and/or disabilities and children with English as an additional language.

What the setting needs to do to improve further

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

- consider ways to enhance the already extensive outdoor resources with the provision of more natural resources.

Inspection judgements

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

The manager and staff team have an extensive knowledge of the Early Years Foundation Stage, and a comprehensive understanding of how children learn and develop. The highly skilled and knowledgeable staff team effectively use consistently high quality teaching methods. As a result, children's development is very effectively supported and children make the best possible progress in all areas of learning. Staff are highly skilled practitioners, who interact exceptionally well with all children to successfully engage them in activities, at their own level of ability, and to challenge them appropriately. The children's centre staff have clear and well-used systems to support children with English as an additional language. They ensure they work closely with parents to build a secure picture of children's level of understanding of English, tailoring support for each child. The support for children with special educational needs and/or disabilities is exemplary. The staff use the focused and precise assessment process, and their comprehensive knowledge of the child, to accurately identify any gaps in learning. The assessments are then very effectively used to inform individual planning to meet children's ongoing and changing needs.

Children have long periods of free-play time, successfully enabling them to follow their

own interests. Children in all age groups move confidently between the indoor and outdoor play spaces, freely choosing from an exciting variety of resources. Staff consistently provide excellent support through their interaction, enthusiastically motivating children to be highly active learners. Children of all ages are exceptionally well supported to play, explore and discover. For example, the babies and toddlers play in the garden, where they freely access the climbing frames and slide effectively. This supports them to develop their physical skills. Babies play in the sand tray with close and sensitive support from staff to ensure they can play freely. Babies and toddlers independence is exceptionally well supported and promoted through staff's careful observation of them. Staff's in-depth knowledge of the children allows them to skilfully recognise and understand the children's feelings, and effectively address them. Children's communication and language skills are also very effectively supported and extended. For example, the toddlers explore the play dough, and staff talk to the children about the colour and the smell of the dough. Children experiment with the dough, using different tools to make patterns and shapes. Staff use a very wide variety of vocabulary to describe what the children are doing and the patterns that they make in the dough. Inside, the children play with the space station, and they are carefully supported by staff who provide a description of what the children are doing. Staff ask the children open questions and give them time to think before they answer. As a result of the staff's extensive interactions, children's communication and language skills are very successfully extended. Children's literacy is also actively supported and extended. They develop writing skills at a range of activities, and their understanding of linking sounds to letters is superbly promoted as they take part in a music session, where staff use a range of songs to help children identify how letters sound. The children enthusiastically engage with this activity and show an excellent understanding of the phonic sound of a range of letters. Children show increasing confidence in mathematics through the careful use of mathematical language and concepts at a wide range of activities. Children count with great skill and confidence, and talk about the positions, heights and sizes of objects at different activities. Children have free access to expressive art and craft resources, and staff actively encourage children to express themselves and to be purely creative. Through a wide range of activities, staff ensure that children can focus on the process of their creations without the expectation of an end product. Staff are exceptionally skilful in extending children's learning through their own interests. For example, children play in the garden where they have binoculars. Staff talk to the children about how to use the binoculars and children experiment, holding them in different positions and discussing with each other about what they can see. To extend the play the staff encourage the children to use the binoculars to investigate the earth in the garden to see if they can discover any mini beasts. This is then further supported as staff invite them to find tools to dig the earth, and provide water to soften the earth for digging. Children are inspired to continue and develop the activity, and become thoroughly excited and animated by their discoveries. To extend and enhance children's understanding of the natural world even further, they regularly take part in forest school activities, and have planting and growing areas in the gardens. Throughout the children's centre, children are thoroughly absorbed in learning as they explore, experiment and discover their environment.

Children play and learn in an exceptionally enabling environment. Children are grouped by age, and each environment is thoughtfully planned, to provide the best possible learning opportunities for children's age and ability. The staff consistently make best use of all

planned and spontaneous opportunities to extend children's learning through their own interests. The free play time allows children of all ages to fully engage in independent play, and to develop exceptionally positive attitudes to learning. The children's centre foster and promote excellent partnerships with parents to encourage learning at home. For example, children have activity books and home contact books. Furthermore, to support activities at home, parents can borrow books and equipment from the children's playrooms. The children's centre holds celebratory evenings for the whole family and celebrates children's learning at home. Children are exceptionally well prepared for the next stage of their learning and the move to school. The children's centre has excellent relationships with the local school. Children make frequent visit to the reception classrooms, where they have time to investigate the activities, and begin to form relationships with the teachers. Teachers from the school also make regular visits to the children in the children's centre and report that children benefit from this approach as they show exceptional confidence when they transfer to school.

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

Children are happy, well settled and exceptionally confident in this warm and remarkably nurturing environment. Children's personal, social and emotional development is extraordinarily well promoted by this thoughtful staff team. The staff use highly effective systems that promote careful and considerate transitions for children, from home to the children's centre. Children are settled, happy and confident as staff are fully aware of their different emotional needs and plan well to ensure they are met. As a result, the children feel a secure sense of belonging in the setting and develop exceptional levels of confidence. Building children's self-esteem is clearly a very high priority for this staff team, who enthusiastically praise and encourage children's efforts and achievements. Children behave well and their positive behaviour is sensitively supported by staff who talk with the children about sharing and taking turns at a range of activities. Excellent organisation of resources encourages children's independence as they are able to choose and select resources for themselves. The inclusion of children with special educational needs and/or disabilities is excellent. The children's centre promptly identifies children's needs and provide individual support to children alongside multi-agency support to families.

Staff support children superbly in understanding the importance of healthy lifestyles. Staff work closely with parents to provide a healthy and well-balanced diet for all children. The children's centre provides all meals and snacks for children if required. The healthy, balanced snacks are appropriate for the children's ages and parents are consulted on any special dietary requirements. Children are provided with freshly prepared and cooked meals from the school kitchen, which has a Healthy School's award. Children are developing their ability to attend to their self-care needs and they learn how to keep themselves safe. For example, children take an active role in the risk assessment process and take turns to monitor the possible risks in the setting. Children's physical development is given a very high priority. They are encouraged to be physically active, and their development is enhanced with trips to the local park and whole-group outings. Children enjoy flexible use of the outdoor play environment and the children's centre provide wet weather clothing, so children experience outdoor play in all weathers. The garden areas are well resourced and clearly used as outdoor classrooms, where children can develop

their skills in all areas of learning. However, the provision of natural resources in the outdoor area is not as extensive as it could be.

The exceptionally well-resourced indoor play areas provide exciting and stimulating resources to extend children's learning and promote investigation. There is an excellent balance of freely chosen and adult focused activities which support children of all ages. Children organise their own play, they freely choose tools and equipment to extend, and challenge themselves. Play is carefully observed, supported and extended by staff's well-timed interactions. Children can access the role-play area or play in the garden, with small world toys, where they develop their imagination. During whole-group activities, children engage enthusiastically with story and singing activities. The exceptionally well balanced planning extensively supports children's independence, which builds confidence and good self-esteem.

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

The children's centre manager clearly provides inspirational leadership for this highly motivated and committed staff team. All staff are very well qualified and extensively experienced. The manager's approach to safeguarding and child protection is exemplary. The manager is the designated safeguarding officer for the whole of the children's centre, however, the deputy and all senior staff have completed this training. Children are clearly exceptionally well safeguarded, as all staff have a very secure understanding of the procedures for protecting children. Recruitment, induction and vetting procedures are robust, and use the school's process for employment. The manager's effective systems for monitoring, supervision and appraisal are fully embedded. The ongoing supervision systems accurately identify staffs' professional training and development needs, and support and extend their already extensive knowledge and skills. The manager uses a system of supervision that includes all staff and also actively encourages continuing professional development of senior staff. For example, room leaders have been trained to provide professional supervision for their individual teams. The manager supports the staff team to focus on targeted training and higher professional qualifications, to ensure the high level of practice is constantly sustained and improved. Risk assessments are extensive, with comprehensive annual assessments and detailed daily checks. This ensures that children in all areas are safe and well protected, and that they are able to meet appropriate challenges through well-managed risks.

The manager and staff team use their wealth of experience and superb skills effectively to continually monitor the educational programmes successfully. Consequently, staff ensure that children's care and learning needs are robustly addressed. Staff are highly successful in ensuring that all children make exceptional progress in relation to their individual starting points. The staff team's confidence supports them to be flexible with the planning, ensuring that activities follow children's interests closely at all times. The staff have comprehensive systems to monitor and evaluate all learning, which ensures that plans for children's progress are always effective. A clear and comprehensive self-evaluation form has been completed, showing thoughtful and accurate assessments of the areas the team want to improve. Staff seek and welcome the opinions of parents in order to improve

practice. The choice of resources is extensive, and toys are chosen for their quality and durability, as well as to meet children's needs exceptionally well at their different stages of development. Records, policies and procedures required for safe and efficient management of the provision are well maintained and implemented.

Partnerships between the children's centre, parents and other providers are exemplary, contributing extensively to meeting children's needs. The information obtained from parents, on their child's individual care and learning, is comprehensive and communication between staff and parents is of very high quality. Parents are actively encouraged to share what they know about their children's development, through information gathered at the time of admission and being able to add comments to children's individual records. The highly successful key-person system ensures that parents are kept updated with children's ongoing development. Parents are actively encouraged to contribute to learning and development records with details of play and learning at home. Parents report that staff show an excellent commitment to promoting children's learning. The children's centre has a parent forum which supports fundraising, ensuring the extensive and effective partnership with parents is well developed. The children's centre work exceptionally closely with parents and other professionals to effectively support children with special educational needs and/or disabilities. These exemplary relationships ensure that children's needs are very quickly identified and securely met. The children's centre has effective systems for completing the progress check for children between the ages of two and three years, which is shared with parents. The children's centre team have created an excellent learning environment, where children can be extremely independent. The knowledgeable and committed staff team successfully support children to be exceptionally well prepared for their ongoing learning and move into school.

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	EY338028
Local authority	Southend on Sea
Inspection number	849241
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	109
Number of children on roll	190
Name of provider	Temple Sutton Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	01702 445526

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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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