Romsey Close Children's Centre Early Years Service

Marish Primary School, Swabey Road (access through Romsey Close), Slough, SL3 8PE

Inspection date	09/09/2014
Previous inspection date	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 enjoy a broad variety of toys, resources and activities both indoors and outdoors. Children are encouraged to select their play and therefore staff are able to promote and understand children's interests.
- Staff have a good understanding of children's backgrounds and development on entry to the nursery. They plan effectively for children's individual learning and make accurate observations and assessments. As a result, children are making good progress in relation to their starting points.
- The leadership and management team is strong and staff are positive role models. Children behave well and have fun. They are happy to attend and engage well in their play.

It is not yet outstanding because

- Staff miss opportunities to talk to children about how to show concern for living creatures in the environment.

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 children in their play both indoors and outdoors.
- The inspector conducted two joint observations with senior staff.
- The inspector met with the senior leadership and management team. She spoke to children, staff and parents.
- The inspector sampled the early years provision's documentation and children's development records.
- The inspector took into account how the centre evaluates its provision of care and priorities for future improvement.

Inspector
Aileen Finan

Full report

Information about the setting

Romsey Close Children's Centre is one of ten Sure Start Children's Centres run on behalf of Slough Borough Council by Mott MacDonald Ltd. (trading as Cambridge Education). It opened its early years service in 2007 and re-registered in 2014. The centre operates from a purpose-built single-storey building within the grounds of Marish Primary School. The early years nursery provision of the centre is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 173 children on roll. The nursery is in receipt of funding for the provision of free early education for children aged two, three and four years. The nursery supports children with special educational needs and/or disabilities and children who are learning English as an additional language. The centre opens for 51 weeks a year from 8am to 6pm and serves the local community and surrounding areas. The early years provision offers a range of sessions for children including full-day care and sessional-day care, including out-of-school care. The children's centre management team oversees the operations of the centre. Support is also provided by the central Slough Early Years and Children's Centre team, which includes an operations team, a family services coordinator, a family learning coordinator, and a finance team, as well as the early years advisory team, who are qualified teachers. A team of eight permanent staff work in the early years nursery provision and all hold appropriate childcare qualifications. The centre manager has a foundation degree. One staff member is completing a qualification at level 3 and two staff are completing early years degree courses. Regular agency staff cover as required alongside staff employed in other children's centres run by the same company to maintain required staff deployment.

What the setting needs to do to improve further

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

- promote children's awareness of how to care and show concern for living things in the natural environment.

Inspection judgements

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

Children enjoy their time at the nursery. Staff offer a broad variety of learning opportunities that securely cover all seven areas of learning, which promote children's learning and development. Staff demonstrate a strong knowledge of the learning and development requirements and are confident in their teaching and interaction skills. They are able to step back and let children lead in their play but can step in again to extend what children do and how they learn actively. For example, as children made moulding dough outdoors with a staff member, they used expressions to describe how the dough

feels. Children used words such as, 'Squidgy,' and 'Sticky,' as well as, 'Soft,' as they explored the changing texture of the dough. The proactive staff member helped children to understand the concept of rolling the dough and introduced further terminology such as pressing it hard and rolling out. Staff make effective use of mathematical language too, and for example, helped children to work out which worm was the longest or that the snail was, 'Very small,' as they dug in the mud. Likewise, as babies sat in the sandpit a staff member explained that their handprints are, 'Small,' whereas hers are, 'Big.'

The key-person system is well established, and staff know the children well. They take time to meet with parents to find out about children's abilities on entry to the nursery. Staff are confident to make accurate assessments about what children do and their emerging interests. These observations feed into the assessment process and inform planning for children's individual next steps. Staff work closely with any external agencies working with the children and in partnership with parents. The nursery promotes the importance of sharing information and encouraging parents to inform staff about what their children do at home. This promotes children's continuity of learning. There are effective systems in place for when children move from one age-stage room to another, or for when children move on to school. This means that children are confident to do so and that new key person understands the developmental needs of the children. Overall, children are developing well in line with typical expectations; and in line with their starting points. Consequently, they show readiness for the next stage of their learning.

Staff are enthusiastic and motivate children's interests. For example, later in the day, children returned to an earlier activity where they had been digging in the mud. They found more worms and decided to build a house for them with construction blocks. Children used a magnifying glass to consider how the worm moves. Staff considered those children who are less confident to hold the worm by offering a cuddle and additional support to look at and watch the others. However, staff missed opportunities to extend learning further, on how best to hold creatures living in the natural environment or to discuss how these creatures may be cared for.

Staff at the nursery promote children's language and communication well. They deploy effective strategies for this, including the 'technique of the week', which helps staff consider how they promote children's speech and responding awareness. These techniques include, for example, supporting listening skills by providing quiet and cosy areas; or using comments to support how children think in a wider context. Staff also model a language wheel for different areas of learning to help them offer children open-ended questions, or descriptive phrases to promote language skills. Staff promote children's personal, social and emotional development widely and as a result it is developing securely. Children play happily with a special friend or in small groups; or likewise, they are happy in their solitary play. Babies form relationships and identify with special adults who care for them. They watch as staff play alongside them, and mimic them, for example, as they washed their dolls in the water. Staff use a calm voice and therefore children are able to respond to this warm approach. Children are able to explore and take responsibility. For example, a child asked for more water as he washed his toys outside. He helped the staff member to fill the bucket and then carefully carried it outdoors. This promotes children's confidence, self-awareness and independence.

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

The key-person system works well and consequently means that children can form warm attachments with staff, and feel content, happy and emotionally secure while in nursery. The nursery uses regular cover staff so that children form bonds with these staff too as well as the permanent ones. Babies receive lots of attention and cuddles. They sleep according to their own routines. When awake they have space to move indoors, which promotes their physical development. Babies enjoy their own outdoor garden area, which they can use regularly throughout the day.

Staff are positive role models to the children. They deploy themselves effectively in order to keep children safe and to ensure they safeguard children appropriately. Staff ensure they understand children's individual needs, including, for example, care plans and dietary needs and/or allergies, and adhere to these at all times. Children behave well. They listen to the instructions staff give to them and are cooperative, for example, helping to tidy up and following the nursery routines. Older children are confident in adapting their behaviour when playing alongside one another.

Children are learning about their own safety because staff provide timely reminders. For example, even when children become excited about their activities staff remind the children about the correct way to sit on their chair. Staff support children in understanding the importance of healthy eating and good hygiene practice. The nursery provides healthy, balanced and nutritional meals and snacks. A nutritionist works with the nursery centre's ten early years provisions and is on hand to offer advice and guidance for menu planning, particularly when children develop food intolerances or allergies. Lunchtimes are sociable occasions. Babies are encouraged to self-feed and staff promote older children's independence, for example, by supporting how children use appropriate cutlery. Children are independent in their self-care and toileting in relation to their age and ability, and nappy changes are conducted appropriately.

The environment is very well resourced offering a stimulating place for children to play in and learn. Children benefit from a broad range of toys and activities, which they make choices about. This means that children are learning to make decisions and be independent in these choices. The nursery promotes free-flow play between the indoor and outdoor environments and therefore, children benefit from regular opportunities for fresh air and physical exercise.

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

The early years nursery provision provides a welcoming and inclusive environment for children to play and learn in. The nursery staff are supported by a strong leadership and management structure. Recruitment, supervision and training of staff are effective in promoting the safety and well-being of children. Staff demonstrate a good understanding of the safeguarding and welfare requirements for the Early Years Foundation Stage. They

complete safeguarding-children training and first-aid training as part of their robust induction. Staff are aware of the procedures to take should they have a concern about a child in their care. Appropriate systems are in place to ensure that there are always sufficient staff available to deal with any medical emergency.

The nursery has robust policies and procedures, which staff adhere to and implement in their daily practice. These policies are shared with parents so that they understand the procedures that support children's safety, health and well-being. Risk assessments for the environment, activities, and individual children are reviewed regularly. Staff complete daily checks on the environment, both indoors and outside so that children can play happily and safely. Staff are deployed well throughout the day.

There is a well-established programme for professional development. This means that staff have ongoing opportunities to improve their knowledge and understanding of their roles in promoting children's learning. Therefore, staff demonstrate a good understanding of the learning and development requirements for the Early Years Foundation Stage. They are able to observe and assess children's progress well. They are proactive in supporting children's developing language and social skills, particularly in relation to supporting a very wide range of home languages spoken in the community that the nursery serves. The leadership and management team place a high importance on monitoring children's assessments. They provide staff with the support and guidance to offer children a broad range of experiences to promote children's learning. Likewise, effective supervision and monitoring of children's progress means that staff can make early interventions to ensure that all children fulfil their potential in relation to their skills and abilities.

Partnerships with external professional agencies make a strong contribution in promoting the outcomes for children and in meeting individual children's needs. Partnerships with main feeder schools in the local area are appropriately established. This helps to support children's transitions on to school. Parents are overall very positive about the care their children receive. They state that staff are friendly and that their children settle well and are happy to attend. Parents add that staff share children's achievements with them regularly. The leadership and management team is confident to assess their strengths and priorities for future improvement. There are established systems for evaluation. Current priorities for ongoing improvement plans include continuing to enhance the outdoor provision and staff are working in partnership with parents for this. Other priorities include promoting children's language and communication further and working with parents to support them in their awareness of how they can extend this development at home.

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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of 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		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. 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	EY475151
Local authority	Slough
Inspection number	965510
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	72
Number of children on roll	173
Name of provider	Mott MacDonald Ltd (trading as Cambridge Education)
Date of previous inspection	not applicable
Telephone number	01753540797

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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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