

Monksfield Way Children's Centre Early Years Service

Claycots Primary School, Monksfield Way, Slough, SL2 1QX

Inspection date

Previous inspection date

11/09/2014

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

- Children make excellent progress in all aspects of their learning and development. They are supported by enthusiastic and passionate staff who know their key children's needs very well.
- The highly effective partnership with parents means that staff gain excellent knowledge and understanding of children's interests and skills. This enables them to plan a rich, varied and imaginative environment, tailored to meet the needs of all children.
- The staff have an excellent knowledge of the needs of the families in their area. They have developed excellent links to partner organisations to ensure families are helped exceptionally well.
- Children are happy, motivated and eager to engage in the learning activities. They demonstrate extremely positive behaviour and are confident to make use of all the spaces in this well-resourced centre.
- Management and staff at the centre frequently engage in research that support children's learning and development. As a result, the staff constantly reflect on their provision and are flexible in their approach to meeting the needs of the children in their care.
- The utmost priority is given to the safety and safeguarding of the children. All staff take responsibility to ensure children are protected from harm and to ensure their learning environment supports children's understanding of how to keep themselves safe.

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 had a tour of the premises.
- The inspector sampled documents including policies, registers, and children's learning records.
- The inspector took account of the views of parents by speaking to them during the inspection and through written feedback.
- The inspector observed children engaged in play indoors and outdoors and staff interactions with them.
- The inspector conducted a joint observation with the manager.

Inspector

Natasha Crellin

Full report

Information about the setting

Monksfield Way Children's Centre at Claycots Primary School opened its early years service in 2004. It re-registered in 2014. It is a Sure Start children's centre and operates from a two-storey building within the grounds of Claycots Primary School, Slough. The centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run on behalf of Slough Borough Council by Mott MacDonald (trading as Cambridge Education). It has two secure enclosed outdoor play areas. The school field is available for the afterschool club. Disabled access is through all external doors and there is a lift to the second floor. The centre serves the local community and surrounding areas. There are currently 90 children on roll in the early years age group. The centre supports children with special educational needs and/or disabilities and those who speak English is an additional language. It opens each weekday for 51 weeks a year between 8am and 6pm. 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. A team of 10 early years staff including the manager all hold relevant early years qualifications from levels 3 to 6.

What the setting needs to do to improve further

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

- enhance opportunities for children to engage in language rich experiences in the outdoor area, in order for them to be constantly immersed in developing their language skills.

Inspection judgements

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

The quality of teaching in the centre is excellent. Staff demonstrate an exceptional understanding of the needs of the children in their care, including their family histories and extenuating circumstances. Staff use highly focused targets and supportive educational programs to meet the needs of the individual child and as a result, they make excellent progress.

Staff create exciting and challenging learning opportunities that capture children's interests and sustain their concentration. For example, staff hid small bugs under cushions in a cosy corner for children to discover with torches. Children were delighted in finding the spiders and grasshoppers, which they instinctively lined up and counted how many they had found. Staff supported children in their counting and encouraged them to

develop an understanding of how the bugs were similar and different, which developed children's mathematical skills in sorting and number.

Children have daily opportunities to develop their physical strength and coordination using a variety of bikes and scooters in the large outdoor area, as well as exploring resources such as hoops, balls and sand and water. Staff know when to support children and when to let them explore independently. For example, children were engrossed as they poured water down a set of drain pipes, and experimented with placing objects in the way of the flow of the water. Staff ensured the children had easy access to the water to support their play. They allowed children to experiment independently but staff remained close by if the children needed or wanted support. This encouraged children to be independent learners and to engage fully in their play.

A large variety of beautifully presented resources, which children can freely access, help them to learn while having fun. For example, staff provide a variety of paint, glue, glitter and paper, which encourages children to be artistic. Children's work is proudly displayed at their height so they can admire each other's creations. This helps children to develop a sense of pride in their accomplishments and raise their positive self-esteem.

Children develop their imaginations through engaging with other children and staff, making use of the many role-play areas indoors and outdoors. Children have conversations on play phones with staff who respond enthusiastically, supporting children's developing language skills. Paper and marker pens are available in the role-play area for children to practise their pre-writing skills, while taking notes of their conversations on the phone as they play hospitals.

Staff provide opportunities for children to develop an understanding of the world around them as they play with small-world toys such as farm animals. Staff regularly challenge children's thinking skills and encourage them to solve problems. For example, staff have placed a block of ice in the farm yard play set and children are encouraged to explore the texture and feel of it. Children were able to identify that the animals could not drink the water if it is frozen, and that it must heat up enough to melt. The children asked adults how they could heat it up and this led to many ideas of how they could help the geese to have a drink.

Staff are very skilled in questioning and encouraging communication. Staff know that maintaining good eye contact, using facial expressions and the tone of their voice helps to develop children's early communication skills. Staff regularly use sign language with children, which supports their developing language skills. There are also many examples of writing and print in the environment, which encourages children to understand the importance of writing. This means children are constantly immersed in examples of written communication. Staff value the opinions of children and empower them in making decisions within the setting. Children are regularly consulted by the staff and asked to give feedback on the setting and what they enjoy doing. This information is used when staff make changes to the learning environment, and to ensure children have an active role in what they can do and learn while at the centre.

Staff document children's progress in their learning and development using detailed

observations and summary reports. They identify next steps to ensure children are making consistent progress and they share this information with parents on a regular basis. They closely monitor children's progress through the use of tracking software, which identifies how different groups of children are progressing. This helps them to identify and quickly address any gaps in children's learning. Early interventions by specialists ensure children with additional needs make excellent progress. Parents speak highly of the staff saying they offer 'exceptional care' and that they work with 'great professionalism'.

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

Staff in the centre are kind and caring. Children develop strong attachments with their key person due to the individual care and attention each child receives from the staff. Staff allow children to choose their own key person based on the initial bonds they make with staff as they arrive in the setting. This means children quickly settle and feel secure in their new environment. The settling-in routine is flexible and changes to meet the needs of each child. For example, children who are unsure of meal time routines, attend during the morning, only until their confidence increases, before re-joining their peers for meal times. Children demonstrate their closeness with the staff, approaching them for cuddles and to share their experiences.

The behaviour of the children is excellent. Children of all ages play intently due to very close adult support. Staff encourage children to be independent and to take responsibility around the centre. For example, children wash the tables for lunch and staff explain they must get the table clean for food. Children are praised for making the right choices and for being kind to each other, and they respond well to this positive reinforcement.

Children develop healthy lifestyles through daily physical activities and benefit from healthy and nutritious meals provided by the kitchen. Children enjoy fruit, milk and water for snacks and well-balanced meals for lunch, such as chicken and vegetables. Children are supported to serve themselves and staff encourage children saying 'well done'. Staff take every opportunity to extend children's language and meal times are no exception. For example as a child says, 'chicken' a staff member says, 'Yes, today you have chicken.' Staff gently assist children to use their knives and forks rather than fingers and model good table manners. Children learn the importance of looking after their teeth by brushing them after each meal and this helps to develop their self-care skills. For example, children who need to blow their noses are supported by staff to do it themselves, and are reminded to put tissues in the bin and wash their hands. Staff talk with children about germs, and the need to wash them away so they do not give a 'tummy ache'.

Children are self-motivated to choose freely from the abundance of stimulating and exciting resources and activities. Areas to promote children to talk and communicate has been developed inside and several zoned areas contain dens, tents, cosy corners and book areas. These areas are very popular with children who enjoy the feeling of an enclosed space. This initiative has not yet been extended to the outdoors. Although, the children have access to a well-resourced and attractively presented outdoor learning environment, the benefits of this targeted language approach is not yet fully realised in the outdoor

area.

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

Inspirational leadership and management drive the vision and ambition for this setting. The manager works very closely with other senior managers within the children's centre group, who demonstrate a hands-on approach to monitoring all aspects of the centre. There is an ambitious system of self-evaluation in place, which precisely evaluates the provision. This relies on elements such as the impact of the environment on children's learning as well as data based on children's individual progress. This detailed tracking and analysis leads to highly focused learning targets, which in turn supports the significant progress children make from their starting points.

A highly motivated staff team is well supported to undertake training, share skills and contribute to all aspects of the provision. This ensures staff are motivated and very highly qualified, which contributes to the first rate teaching that happens on a daily basis. Staff regularly participate in training which focuses on research within the early years. Staff are confident to try new initiatives if they feel they will improve outcomes for children. For example, the manager and her staff have recently implemented family grouping, in which children benefit from a mixed-age key group. This initiative allows older children to develop leadership skills and younger children to have positive role models. They have also been developing spaces in the indoor environment, which have been demonstrated to improve children's communication. The staff team continually reflect with the children, on changes they would like to make in the centre and persistently strive to identify priorities to improve their already inspirational practice.

Safeguarding children is the highest priority. Staff have an excellent understanding of their role in safeguarding children and their responsibilities towards protecting them. New staff are recruited through robust systems, which ensures they are suitable and well qualified to work with children. All staff are thoroughly vetted and have an excellent understanding of the policies and procedures in place at the centre, such as the use of mobile phones and cameras. All staff take responsibility for ensuring paperwork is maintained such as attendance registers, records of accidents and administration of medicine. All staff play an active role in updating risk assessments and ensuring the environment is safe for children.

Staff are highly experienced in working with vulnerable children and families. They have close working relationships with external agencies that support them to do this. The excellent network of partner organisations including disability support groups, speech therapists, parenting support groups and baby and toddler groups, enables families in the Slough area to be supported exceptionally well. Parents report how these activities have benefited them and their families and describe the centre as a hub of their community.

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 | EY475165 |
| Local authority | Slough |
| Inspection number | 966218 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 76 |
| Number of children on roll | 90 |
| Name of provider | Mott MacDonald Ltd (trading as Cambridge Education) |
| Date of previous inspection | not applicable |
| Telephone number | 01753578691 |

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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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