

Wexham Road Children's Centre

Early Years Service

Fernside, Wexham Road, Slough, SL2 5JW

Inspection date	10/09/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- The leadership and management successfully reflect on practice, which means that self-evaluation is effective and highlights their strengths and areas to improve.
- Staff make good assessments of their key-children's attainment and plan effectively to help children make good progress in their next stages in learning.
- Management effectively monitors individual and groups of children's progress to identify early interventions and to ensure that any gaps in their learning are narrowing.
- Management has effective partnerships with parents and other professionals that help children make good progress.
- The staff have a good understanding of the safeguarding policy and procedures. They understand how to report concerns in a timely way to protect children from harm.

It is not yet outstanding because

- Staff do not use all opportunities to promote children's thinking and problem-solving skills.
- At times staff do not promote fully children's exploration and discovery skills. They do not always consider the children's intentions or give them uninterrupted time to play and explore.

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 inspector observed activities in the playroom and the outside learning environment
- The inspector held meetings with the manager and the registered person.
- The inspector looked at children's assessment records and the planning documentation.
- The inspector took account of the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of practitioners working with the children and the provider's improvement plan.

Inspector

Ruth George

Full report

Information about the setting

The Wexham Road Children's Centre Early Years Service, in Slough is run by Mott MacDonald Ltd (trading as Cambridge Education). It registered in 2012 and re-registered in 2014. It operates from a self-contained room in the children's centre, with its own enclosed outdoor play area. The children's centre also houses a private day nursery and shares the building with Lea Nursery School.

The centre is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently eight children on roll in the early years age range. It is open every weekday and on Saturdays from 9am to 4pm, for 51 weeks of the year.

The setting receives funding for the provision of free early education for children aged two, three and four years and offers crche facilities to support adult learning. The early years sessions are offered for three hours at variable times. The setting supports children learning English as an additional language and children with special educational needs and/or disabilities.

What the setting needs to do to improve further

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

- make greater use of opportunities during children's play and activities to increase their thinking and problem-solving skills, by, for example, giving children time to respond to questions
- maximise time for children to explore without interruptions so they have time to discover and manage what they are trying to do.

Inspection judgements

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

The quality of teaching is good. The staff plan and organise a good range of activities that support individual children's interests and enhance their development. Staff have positive relationships with parents and work effectively with other professionals. They engage parents in their children's learning well by chatting with them at the end of each session. This communication enables parents to use this information to support their children's learning at home. The key person plans activities for individual children's next stages in learning and makes assessments on their progress based on their skills and abilities. Children make good progress in their learning and they are acquiring the skills they will need in readiness for school.

Staff skilfully support children learning English as an additional language and other children that require some additional language support. Staff carry out audits that heighten the awareness of individual children's communication and language skills. Every child a talker, a national programme to promote children's communication and language, has helped staff focus on helping all children, regardless of their abilities, make good progress in communication and language. They plan small group activities and implement additional strategies for individual children who require more help or further challenge. They build up the children's vocabularies as they play, introducing new words that reflect their experiences. However, staff do not consistently give children time to respond to their questions. As a result, staff miss opportunities to extend children's thinking and promote their problem-solving skills. Staff encourage children to listen and join in with stories and songs. Children enjoyed singing songs and anticipated the actions. They clapped in time with the simple repeated rhythms and copied actions pointing to parts of their body. Staff provide a range of resources to encourage the children's developing skills for writing. They use paintbrushes, chinks and crayons to experiment with writing by making marks during their play. These experiences underpin early writing skills. The staff use a good range of activities that pave the way for children to make a good start in early literacy.

Staff help children to learn how to count. They are learning to match numbers to quantity correctly and they use number names spontaneously as they play. Staff introduced mathematical language during an activity. Children drew round staff and each other's bodies to make a silhouette. They compared the body shapes talking about shape and size, for example, 'Big', 'Small', 'Long' and 'Short'. Children enjoy a range of activities to develop their imaginations and creativity. For example, they enjoyed mixing the paint using paintbrushes and painting their hands to make prints. However, adult direction sometimes inhibits children's exploration and discovery.

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

The key-person approach ensures effective engagement with parents. The settling-in sessions help children to settle and feel safe and secure both in the environment and with their key person. Children build close bonds with their key person and quickly become confident to move around the environment. Strong partnerships with parents mean they contribute to initial assessments and their key person keeps them well informed about their children's progress. As children grow older, their key person prepares them well for their move to school. The key person arranges to meet their new school teachers and to share the children's progress reports. The key person invites teachers to visit the early years service and for their key children to visit their new schools. These arrangements help ease the children's move to school.

Staff are positive role models and help children to learn to understand and cooperate with some boundaries. They are learning the routines, for example, they line up to come in from the garden, wash their hands before snack, and know where to put their paintings to dry. Staff reinforce positive behaviour and help children learn how to put things right. Staff help children learn to take care of their resources and the environment. Children behave

well. Recent training helped develop staff's confidence to help children to manage risks. Staff support children consistently to keep themselves safe on equipment with simple and clear explanations, 'Hold out your arms to help you balance'.

Staff teach children about keeping healthy by supporting them to understand the importance of physical exercise and a healthy diet. Staff plan regular opportunities for children to spend time outside in the fresh air and a good range of activities help promote children's physical development. They negotiate space successfully, travel with confidence and balance as they climb onto, walk along and jump off equipment. Staff encourage children to construct by stacking blocks vertically and promote increased control when throwing and kicking a ball. Staff encourage children to be independent. For example, children learn to manage their own hygiene, serve their own snack and pour drinks of water or milk. Children competently cut up their own fruit; they sliced a banana and peeled a satsuma. Staff provide children with a healthy range of snacks so they learn and understand the need for variety in their food.

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

The provider and manager have good systems in place to monitor the planning and delivery of the educational programme, including teaching and learning. The manager completes staff and activity moderation to review how teaching is helping children to make progress. The manager effectively monitors individual and groups of children's learning to identify early interventions where needed. This helps to ensure that gaps are narrowing for children identified as being in need of support. The manager provides practical support to enhance staff's teaching practice if required. She works closely with staff and dedicates time for ongoing professional development. Staff receive regular supervision where they have time to discuss children's progress and their own development. Consequently, the continuous professional development of staff has a positive impact on teaching and children's learning and development.

The provider follows safer recruitment procedures for staff recruitment and new staff induction is thorough. Staff observe and implement the policies and procedures, which underpin their good practice. The manager makes effective use of risk assessments to minimise hazards within the indoor and outside environments to help keep children safe. Staff complete ongoing assessments and deal with any newly identified risks efficiently. The provider and manager arrange for all staff to attend safeguarding training. Consequently, they all have a good understanding of their responsibilities to keep children safe from harm. They can describe changes in children's behaviour that may cause concern, and know how to report these concerns. This helps to promote children's welfare. Management understands their responsibility to supervise children and they deploy staff effectively to ensure they meet children's individual needs. Staff attendance at first-aid training means staff can attend to any accidents and minor injuries effectively. They assist with children's growing understanding of how to keep themselves safe and healthy.

The provider and manager have good systems in place to reflect on practice and drive improvements. They use a quality assurance system to help develop and improve the effectiveness of the early years service through an annual cycle of reflection. Team attendance at recent training has also identified an area to improve as creating 'communication friendly spaces'. Staff wish to create quiet areas for children to sit and read or talk together to further promote children's speaking and listening skills. In addition, the staff are also focusing on improving the learning opportunities in the outdoor environment, particularly focusing on encouraging boys to engage in activities they show less interest in indoors.

There are effective arrangements for sharing information and working in partnership with parents and other professionals. The manager and key persons work in partnership with the children's families in order to identify all children's needs and to put in support to help children make good progress. The parents say they are pleased with how their children are settling in at the early years service. One parent expresses that their child's, 'Key person has been really good and he is happy here,' and, 'He is doing well and he is speaking much better now and learning new things every day'.

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. 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	EY475156
Local authority	Slough
Inspection number	965735
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	16
Number of children on roll	8
Name of provider	Mott MacDonald Ltd (trading as Cambridge Education)
Date of previous inspection	not applicable
Telephone number	01753533543

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
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