

Chalvey Grove Children's Centre Early Years Service

Montem Primary School, Chavley Grove, Slough, SL1 2TE

Inspection date

Previous inspection date

15/09/2014

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

- Partnerships with parents are strong. There are opportunities for parents to be involved in their children's development and learning. As a result, children benefit from continuity of care and learning.
- Staff work well with other agencies and early years settings to achieve a consistent approach to meeting all children's individual needs.
- There is a positive learning environment, both indoors and outdoors, that provides stimulating and challenging opportunities for children to learn and explore.
- There are established systems to promote staff training and ongoing professional development, which further provides good outcomes for children.

It is not yet outstanding because

- Staff do not provide ways for all children to access words in the environment in their home languages.

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 read the provider's self-evaluation.
- The inspector spoke to staff, parents and children to gather their views.
- The inspector carried out a joint observation with a member of the management team.
- The inspector observed children during their play and the daily routines.
- The inspector examined a sample of documents, policies and paperwork.

Inspector

Alison Southard

Full report

Information about the setting

Chalvey Grove Children's Centre opened its early years services in 2004 to serve the surrounding area of Chalvey and Cippenham in Slough. It re-registered in 2014. It is a Sure Start children's centre run on behalf of Slough Borough Council by Mott MacDonald (trading as Cambridge Education) and is situated within the grounds of Montem Academy in Chalvey. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 78 children on roll in the nursery. The nursery receives funding for the provision of free early education for children aged two, three and four. The centre comprises of; a day nursery, which is open each weekday for 51 weeks of the year from 8am to 6pm, breakfast and after school facilities for children attending the school, and a creche to support parents and carers attending courses at the centre, or in the surrounding area. A variety of courses and drop-in support groups for parents, carers and families are also provided. All services are in a purpose-built building with outdoor play areas for the children. The setting welcomes children with special educational needs and / or disabilities and those with English as an additional language. 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 early years advisory team. There is a team of twelve early years staff, including the manager, and all hold relevant early years childcare qualifications.

What the setting needs to do to improve further

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

- develop ways to provide all children with words and labels in the environment, in their home languages.

Inspection judgements

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

Staff have a good understanding of how children learn and develop. They plan exciting and stimulating activities based on children's needs and interests. For example, children take part in pretend play in the hairdressers. This is set up for them by staff, as a result of children telling staff they enjoy going to have their hair cut. Staff know their key children very well, so that they build on the next steps in their learning through planned and spontaneous activities. Staff work very well with parents, and other professionals, to identify, plan and provide all children with well-targeted care and learning opportunities. This includes those with additional needs. They gather information from parents, and from their own observations, to assess children soon after they start. Regular assessments mean that staff can measure all children's progress from their starting points. This enables staff to identify any gaps in children's learning, and address them. This ensures that all

children, including those with special educational needs and/or disabilities, make good progress from their starting points. This helps prepare them in readiness for their entry to school. Staff complete progress checks for two-year-old children and share these with parents. Staff guide parents on how best to support children at home. Parents receive very good information about children's activities in written form, and by daily communication with staff. They offer a translation service for those parents who need it. Parents can see their children's progress records whenever they wish, and discuss these with their child's key person. They attend parent's evenings and keep staff informed about children's achievements from home. This provides a cohesive approach to children's learning.

Staff place a strong focus on promoting children's communication and language skills. They model language with babies and young children to reinforce their understanding. For example, during story time the member of staff modelled language and encouraged children to join in with the refrain of the gingerbread man story. Older children are encouraged to solve problems and think for themselves as staff use skilful questions. Staff use their knowledge from the 'Every Child a Talker' and 'I Talk' programmes to develop staff skills, and assess children's starting points with communication and language development. Staff use tracker forms to monitor and plan for this area of learning closely. As a result, children are making good progress from their starting points. The setting has some staff who speak several languages. This enables staff to sing songs in different languages, and offer children occasional stories in different languages. This provides children from different backgrounds and cultures with a sense of belonging, and gives other children opportunities to learn about different cultures. All staff are trained to use a Makaton signing system to support children's communication skills, and staff also use visual aids. This helps those children who are pre-verbal, or who are learning English as an additional language, to communicate and progress to the next stages in their learning.

Pre-school children are learning to write their names. Staff provide children with a variety of activities to encourage writing skills from an early age. Babies and young children explore shaving foam and finger paints, while older children use chalk and pens to form some recognisable letters and numbers. Children have opportunities to learn how to read and write their names because they have opportunities to see them in the environment, such as on their pegs. There are a variety of different areas for children to explore, which have recently been reorganised after staff attended training on creating spaces to encourage communication. Children voice how much they like the new layout. There are cosy areas for all ages to sit and look at books, or to rest. Drawers are clearly labelled with resources, and the different areas are clearly labelled in English, with some signs in other languages. However, not all children currently have the opportunity to view print of their home language in the environment.

Staff promote numbers with babies and young children through number songs and counting as they build with bricks. Older children explore numbers as they pretend to play shops with the till, and make pretend money with the help of an adult. Staff provide children with lots of opportunities for physical play both indoors and outdoors. Babies crawl and stretch to reach new things, and stand and balance while using walkers. This develops their walking skills. Young children explore musical instruments, shaking and banging them to listen to the noises they create. They use rolling pins and cutters to

create gingerbread men out of play dough. Older children ride tricycles, climb the slide and dig while cooking in the mud kitchen. They look for animals in the sensory activity where farm animals are hidden in the hay. They washed the dolls' hair and used hairdryers and straighteners. They involved staff in their play as they styled their hair in the role play hairdressers. This provides children with opportunities to discuss these activities and gain an understanding of the world around them.

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

Staff organise the environment well to provide a positive and caring environment where all children are respected. Staff have a good understanding of the purpose of the key person system. This is securely in place to support children to build relationships with their special member of staff, in order to promote their emotional security. Staff spend time gathering information from all parents when children first start at the nursery. As a result staff understand their children's individual needs and routines, and meet them from the outset. Children receive lots of reassurance as they separate from their main carers and settle in. This helps them to feel confident and secure. The daily plan enables children to take part in both adult-led activities, and activities they freely choose for themselves. This enables children to develop their social skills as they learn to share and cooperate with others.

Staff record and know children's specific health, dietary needs and allergies. There is an effective system in place using coloured place mats. For example, the different colours indicate whether a child may have an allergy, or if they are vegetarian, with full details recorded on the back. This ensures staff can meet the child's correct dietary needs, and that any staff covering for staff absences are also fully aware. Children learn about healthy lifestyles, and follow good hygiene practices when washing and drying their hands before snack and after toileting. Children enjoy healthy snacks and meals that promote their social skills as they sit together around the table with staff. They develop their personal independence and self-care skills well. For example, some of the babies and younger children are able to use cutlery and the older children poured their own drinks and served their own vegetables.

Staff manage children's behaviour well, they use positive strategies to deal with any minor issues. For example, they gently reminded children to share and modelled this behaviour with the younger children. Children receive lots of praise and encouragement, which supports their self-confidence and esteem. Younger children are learning to play cooperatively with their peers while older children form good friendships and play well together. As a result, children's behaviour is good. There is a strong focus on safety throughout the nursery. Staff remind children of the need for safety throughout the day. Children's growing awareness of their own safety needs is very apparent. For example, one child reminded another he should not run inside because he may fall. Staff carry out fire drills with children on a regular basis. This ensures all staff and children are aware of what to do in the event of a fire.

Staff provide younger children, who will soon be moving rooms, opportunities to spend time with the older children in these rooms before they move. This helps younger children

make the move to their new room go as smoothly as possible. They become familiar with the new staff and the environment before they move. Parents are aware of their child's new key person and meet with them before their child moves. Staff share information between the key person in each room, in order to provide continuity of care. This allows the new key person to gain an insight into the child's abilities and stages of development. Relationships with schools are good and this helps prepare children for their move to school. Teachers from children's schools are invited in to meet with the children, and staff attend visits to the children's schools with them. This provides opportunities for children to meet with their new teachers and to share information between the settings. This promotes continuity of learning between settings. Staff have also developed links with other settings children attend to encourage communication sharing and continuity in learning.

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

Leadership and management is strong. The leadership team works closely with the staff team, and the result is a harmonious working environment where staff and children thrive. They are fully aware of the requirements of the Early Years Foundation Stage and ensure these are met. This helps ensure they provide effective, quality care and learning for children. All staff attend safeguarding training. They demonstrate a thorough awareness of the procedures to follow if they have concerns to safeguard children in their care. Staff share policies with parents to enhance their awareness of the setting's responsibilities, and policies and procedures. Children are cared for in a safe and secure environment as staff complete suitable risk assessments and daily checks. For example, they have closed circuit television installed in each room, and keypad locks on main doors to ensure children's safety.

Effective recruitment and vetting procedures ensure all staff are suitable to work with young children. Staff are appropriately deployed to ensure adult-to-child ratios are maintained, and staff ensure children are closely supervised. The management team provides a rigorous induction programme, followed by on-going monitoring, training and supervision. A qualified teacher monitors staff progress. She identifies the areas for improvement that will have the most impact on children's care and learning. Her role is to work closely with the staff to ensure they feel well supported, and have secure knowledge and skills to carry out their roles and responsibilities confidently.

Self-evaluation processes are robust, and clearly identify strengths of the provision and areas for improvement. For example, staff have improved resources in the outdoor areas, and introduced monitoring meetings to consider children's needs and improve outcomes for the children. Staff parents and children contribute to the self-evaluation process in a variety of ways. Managers and staff gain feedback through their discussions with parents and children, and gain information through parents' questionnaires. Parents can attend forums to share ideas and parents' evenings to discuss their children's development. The managers complete observations of staff practice and use these to oversee the quality of teaching. Overall, this ensures that they maintain good standards of care and teaching

practice. The nursery team also implement additional quality assurance schemes to help maintain their high standards. As a result, they demonstrate a strong capacity to maintain continuous improvement.

Parents comment favourably about the staff team. They appreciate the time the staff give their children, and comment on how well staff know their children. Parents are well informed about all aspects of the nursery and their child's learning and care. The management and staff show strong knowledge and experience in recognising children's individual needs. They know how to seek guidance and support where necessary, and promote integrated working with other professionals, local schools and other settings children may attend. This helps prepare children in readiness for their transfer to school. As a result, staff prepare children well for the next stages in their learning.

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	EY475160
Local authority	Slough
Inspection number	966215
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	78
Name of provider	Mott MacDonald Ltd (trading as Cambridge Education)
Date of previous inspection	not applicable
Telephone number	01753574387

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

