

# St. Andrew's Way Children's Centre Early Years Service

Cippenham Nursery School, St. Andrews Way, Slough, SL1 5NL

## Inspection date

Previous inspection date

11/09/2014

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

- Children are happy and content in their play. They settle well and engage in their activities.
- Staff understand children's backgrounds and starting points, and plan effectively for children's learning.
- Children enjoy a broad range of activities and toys, indoors and outside. They make friends easily and have warm relationships with the efficient staff who care for them.
- Children are well-behaved and are developing independence, an understanding of self-care and safety.

### It is not yet outstanding because

- Everyday technology resources are not always available for children to play with. Therefore, staff do not take all opportunities to develop children's understanding of the world.

## **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 children in their play, both indoors and outside.
  - The inspector met with the provider, manager, deputy and early years support team.
  - The inspector spoke with staff, children and parents.
  - The inspector and the deputy manager conducted a joint observation.
- The inspector sampled documentation and children's development records, and
- discussed, with the leadership and management team, the setting's priorities for future improvement.

## **Inspector**

Aileen Finan

## Full report

### Information about the setting

St. Andrew's Way Children's Centre, in Cippenham Green, first registered its early years services in 2008 and re-registered in 2014. It operates from its own rooms on the site of Cippenham Nursery School. The centre provides care for children from two years of age. It is open every weekday, from 9am to 4 pm, for 51 weeks of the year. Children attend the early years sessions between 12.15pm and 3.15pm. An outside play area is available for all children to use. The centre is registered on the Early Years Register and the compulsory part of the Childcare Register. It is run on behalf of Slough Borough Council by Mott MacDonald Ltd. (trading as Cambridge Education). There are currently 16 children in the early years age group on roll. Staff care for children with special educational needs and/or disabilities, and those who learn English as an additional language. The children's centre management team oversees the operations of the centre. The central Slough Early Years and Children's Centre team also provides support. This team 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 three early years staff, including the deputy manager, work with the children. The manager also works at the centre. The deputy and one staff member hold early years professional status, and all other staff hold relevant early years qualifications from level 3 to level 5.

### What the setting needs to do to improve further

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

- promote the use of more readily available everyday technology resources to extend children's exploration and play.

### Inspection judgements

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

Staff provide a challenging learning environment for children who settle happily on arrival and quickly make choices about their play. For example, they enjoy cutting with scissors, making patterns, and learning how to hold the scissors correctly and safely. Children have fun riding tricycles outdoors and are confident in adapting their speed and direction. Staff adapt activities well and interact with the children as they play. During an outdoor activity, children picked up shells and staff encouraged them to compare the sizes and colours. Staff extended their interactions, as children used the shells to transport water, by explaining that a bigger shell could carry more water. This effective teaching helps children to learn about measure and volume, as well as helping them to explore differences in size.

Staff demonstrate a strong knowledge of the learning and development requirements.

They are enthusiastic and promote children's language and communication skills well. They assess all children in their speech and communication. Staff use a language wheel for different activities to promote how children learn descriptive language, for example. They share a book of the week with parents, to promote learning at home, and deploy a technique of the week to enhance staff interaction and teaching skills. Overall, children are eager and confident to take part in their play. They listen to instructions, for example, about how to use the rods for the magnetic fishing game, and quickly move the string of the rod up and down to catch a fish. Staff introduce new words, such as spiky and splash, and praise how the children are willing to wait their turn.

Children are confident to choose their play activities and make choices from a broad selection of resources that promote their development in all areas of learning. Staff do not consistently make everyday technology resources, such as cameras, readily available, although a child shows a keen interest in taking photographs of her friends or the staff. Nevertheless, staff are proactive and show children photographs of themselves in their play, and look through their development records with them. Therefore, they can recall their previous experiences at the setting.

Children have fun with the staff. They invent their own games, such as hide-and-seek under a blanket, and laugh excitedly as the staff hide them and later hide themselves. Children are cooperative and willing to follow the routines of the day. For example, they help to tidy up, and sit contently as they listen to a short story and sing action rhymes. Overall, children are developing well in line with typical expectations, and in line with their initial interests and abilities. Consequently, they show readiness for the next stage of their learning.

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

The staff provide a challenging environment in which children can play and learn. Children benefit from being able to reach their toys and resources easily. They can move between the indoor and outdoor play spaces and, therefore, receive plenty of fresh air and exercise. These opportunities promote their physical development well.

Children are happy and engage well in their play. On the day of inspection many of the children were relatively new. However, they demonstrated that they felt content to play and interact with the staff who cared for them, and alongside the other children present. The key-person system is well established helps children to become emotionally secure. Staff have a broad range of experience and knowledge, and use their skills effectively. They are positive role models to the children and, therefore, help them to develop their awareness of good behaviour, safety and good hygiene. For example, staff help children adapt well to sharing and turn taking. Children understand the necessity for washing their hands prior to eating and they learn about safety, for example, wearing a helmet when riding on a tricycle.

Staff provide healthy snacks for the children. They ensure they understand children's individual needs and any allergies, to promote their well-being. Children are learning to be

independent. For example, they find their placemats and sit at the table to eat. After finishing their snack, the children know to place their cups and bowls in the sink, before returning to their play activities. The more able children are independent in their self-care and toileting, and staff carry out nappy changes appropriately. Children proudly show where their particular pegs are for their belongings. They notice these have their names on them, along with photographs of them and a family member. Likewise, they are taking responsibility to put their completed pictures in their individual drawers, which again include their names and photographs. This means that children can take ownership, develop self-awareness and responsibility.

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

Staff offer children and their families a welcoming and inclusive environment. Children settle contently and have warm relationships with the staff. Partnerships with other professionals working with the children are well established and make a strong contribution in meeting individual children's needs. The majority of children move on to the school based at the same site and staff establish secure partnerships with teachers. This helps to ensure that children enjoy a smooth transfer to school.

Staff are supported by an effective leadership and management structure. The manager oversees this and two other provisions run in nearby children centres. She has a good working partnership with her deputy, who is extremely capable. The provider and other staff, including the early years support staff, maintain a strong partnership in securing good outcomes for children. Recruitment, supervision and training of staff are effective in promoting the safety of children. There is a well-established programme for professional development. Staff are confident in demonstrating their knowledge, skills and understanding of their roles in promoting children's learning and well-being.

The provider has robust policies and procedures, which staff adhere to and implement in their daily practice. These policies are shared with parents, through hard-copy documents and, for example, during discussions with parents prior to children's entry to the setting. Therefore, parents understand the procedures that support children's safety, health and well-being. Staff are deployed appropriately throughout the session and the correct ratio of staff to children is maintained. The provider uses regular cover staff, to work alongside permanent staff, to ensure that these ratios are met and that children are familiar with the adults who look after them. Risk assessments for the environment are reviewed regularly, with staff completing daily checks on the environment, so that children can play safely indoors and outside. Appropriate systems are in place for recording children's attendance, any accidents or medication administered.

Staff demonstrate a secure knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. They complete safeguarding children training as part of their robust induction procedure, and this is completed by both permanent and cover staff. Staff are, therefore, aware of the procedures to take should they have a concern about a child in their care. Most of the staff hold a paediatric first-aid

certificate. The provider has appropriate systems in place to ensure that there are always sufficient staff available to deal with any medical emergency.

Staff have a good understanding of the learning and development requirements of the Early Years Foundation Stage. They make consistent and accurate observations of children's achievements. Therefore, they are able to assess children's progress well, based on what they already know about the child. Staff place emphasis on promoting children's developing language and social skills. Monitoring of the key-person system, and children's progress in all seven areas of learning, is effective. As a result, children make good progress in relation to their starting points.

Parents are positive about the care their children receive. They explain at the inspection that staff are friendly and that their children settle well. Parents add that they like the environment. Staff use handover discussions, and share children's progress through consultation meetings, as part of their partnership with parents. The provider invites parents and children to contribute their views, and use their comments to assess the strengths of staff practice. The provider uses accredited schemes as evaluation tools and is confident to assess priorities for the future. These currently include enhancing partnership working with parents further, maximising the use of the outdoor space and promoting learning through multi-cultural learning resources.

### **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

<b>Unique reference number</b>	EY475145
<b>Local authority</b>	Slough
<b>Inspection number</b>	965509
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 5
<b>Total number of places</b>	20
<b>Number of children on roll</b>	16
<b>Name of provider</b>	Mott MacDonald Ltd (trading as Cambridge Education)
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	01628559085

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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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