

Penn Road Children's Centre Early Years Service

Penn Road, Slough, Berkshire, SL2 1PG

Inspection date

04/09/2014

Previous inspection date

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 are highly motivated to explore and learn in this vibrant setting. They are able to choose freely from an exciting range of activities and resources that cover all seven areas of learning.
- Children make excellent progress due to the high-quality learning opportunities offered to them. Staff have an excellent understanding of each child's individual needs, and tailor their planning and teaching to reflect these needs. This ensures children are continually learning.
- Highly effective management systems, including regular supervision and training, enhance staff performance. The inclusive self-evaluation process includes improvement plans clearly targeted to bring about effective changes.
- The partnerships with parents and other agencies are extremely strong. This ensures children settle quickly and that staff thoroughly promote their additional needs.
- Children develop very strong attachments with their key persons. This encourages them to develop high levels of independence and emotional security.
- The management and staff teams work extremely well together, and are passionate in their approach. They are absolutely committed to providing children with a safe environment that has an abundance of rich opportunities to promote their learning and development.

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 records of their learning.
- The inspector took account of the views of parents through speaking to them during the inspection and through written questionnaire feedback.
- The inspector observed children as they played, indoors and outdoors, and the staff interactions with them.
- The inspector conducted a joint observation with the deputy and manager.

Inspector

Natasha Crellin

Full report

Information about the setting

Penn Road Children's Centre is one of 10 Sure Start children's centres run on behalf of Slough Borough Council, by Mott MacDonald Ltd. (trading as Cambridge Education). The centre is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. It opened its early years services in 2004 and re-registered in 2014. It shares grounds with Penn Wood Primary and Nursery School, in Slough, Berkshire. The centre is open each weekday, for 51 weeks of the year, from 8am until 6pm. Children from the local area attend for a variety of sessions, including a breakfast club and an after school club. All children have access to outdoor play areas. The centre receives funding for the provision of free early education for children aged two, three and four years. There are currently 124 children on roll within the early years age range. The centre supports 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. Support is also provided by the central Slough Early Years and Children's Centre team. This 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 includes the manager and all staff hold relevant early years qualifications at level 3 to level 6.

What the setting needs to do to improve further

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

- maximise learning for children by enriching opportunities for them to further explore, and celebrate, their diverse backgrounds, home cultures and languages.

Inspection judgements

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

Children learn well in this vibrant and exciting centre that supports them in all areas of their learning. Each child in the centre receives tailored support from highly skilled and enthusiastic staff who take time to get to know each individual very well. Consequently, children make excellent progress in their learning and development.

Children have access to a large variety of stimulating and exciting learning opportunities that help them to learn while having fun. For example, children eagerly hunt in the garden for ingredients for their stew which they are cooking in a mud kitchen. Staff use a wide range of vocabulary to support their explorations such as, 'delicious' and 'lumpy' and children soon begin to use these words in their own play. Children also have access to a large variety of excellent resources that enhance their learning. For example, children sort and feel beautifully presented natural items such as pine cones, smooth pebbles and

shells. This introduces and encourages children to explore textures and sensory experiences.

Children in all rooms enjoy a well organised and stimulating environment that develops their confidence and independence. An exciting variety of toys and equipment are arranged at low level so young children can see what is available and confidently help themselves. The rooms provide many well devised hidey holes, such as, the role play areas, tepees, and book areas where children can rest or have quiet times.

The quality of teaching is outstanding. Staff have an excellent understanding and knowledge of how to support children's language development. Staff are very skilled in using questions to extend children's thinking skills to encourage communication. They know that eye contact, facial expressions and tone of voice are instrumental in developing children's early communication and focus on introducing eight new words to each child on a daily basis. Children have regular opportunities to draw and make marks. For example, children draw with large chalk on the pavement alongside staff who also model drawing on the pavement. Staff show an interest in children's marks which encourages more children to join in the activity. Staff are flexible enough to support children's interests as they arise, and the mark making quickly becomes a line drawing competition to see who can draw the longest line. Staff introduce vocabulary such as long, longest, short and shortest. Staff provide children with good problem solving opportunities as they run out of pavement for their lines. Children adapt their ideas to bend the line over. Staff introduce the word 'corner', which children quickly incorporate into their drawing.

Staff respond very quickly to children's interests, adapting activities in response to their observations. For example, a staff member notices children counting as they put leaves into their mud stew. In response to this, she starts to write digits on the pavement, as the children count. Children are excited by this new development in their game and excitedly join her, writing and drawing their own representations of numbers. Staff instinctively know when it is appropriate to intervene and when to allow children to solve a problem themselves. Children have a good level of independence and staff praise children for trying new things. This gives children confidence to fully engage in the environment.

Children's interests are intrinsically linked to thoughtfully planned and unplanned activities. These activities very successfully capture children's natural curiosity, challenging them to explore and discover things for themselves. For example, children investigate the texture and temperature of a very large block of ice in a water tray. They return to it several times a day to observe how much has melted. This helps to develop children's understanding of simple science concepts.

The setting has many talented bilingual staff, who support children learning English as an additional language. For example, as children settle into the centre, bilingual staff speak to them in their home language and English. This helps them to understand the routines and to quickly settle and form close bonds with the staff and other children. Children with additional needs are supported by a highly impressive system of interagency support. This support is extended to families who are guided towards courses within the children's centre, such as the speech and language groups and parenting classes.

Detailed information is gathered from parents when children start attending the centre. This assists in providing staff with a clear baseline of children's learning. Children's progress and development is observed and monitored effectively, records are updated and shared with parents on a regular basis. Assessment and tracking of children's progress is sharply focussed and information gained is used to develop targeted support for children. As a result, they make significant progress from their starting points.

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

This is a friendly and welcoming centre where children experience high levels of care from affectionate and caring staff. Each child is allocated a key person and this ensures consistent and familiar adults understand each child's care and welfare needs thoroughly. Staff develop close relationships with parents, which helps ensure that children's needs are quickly met. Communication with parents happens on a daily basis, staff provide details about what their children have been doing in the day, as well as what they have eaten and what they have enjoyed. New children settle quickly because of a thorough and well-planned settling-in process which reflects the individual needs of each child and their family.

Children enjoy nutritious, well-balanced meals and snacks provided by the nursery kitchen. Meal times are a social occasion as staff sit with small groups of children who chat with each other and form good friendships. Staff encourage children to eat independently and serve themselves using tongs and spoons to encourage hygienic practices. Older children manage their personal care well, taking themselves to the toilet independently, with staff close at hand if needed. Children know to wash their hands before meals and snacks, and after messy play. Drinks are available for children at all times during the day and children confidently help themselves when they are thirsty. Children are actively involved in routines to take care of their surroundings. For example, they help with clearing and wiping tables before lunch, checking they are clean enough to eat from.

Behaviour in every area of the nursery is excellent. Children have a clear understanding of what is expected of them as staff are good role models, who make calm and clear explanations to children about what is expected of them. Children are constantly praised for making the right choices and for being kind to each other. They respond well to this positive reinforcement.

Thorough risk assessments cover all areas of the premises, activities and resources. Excellent health and safety routines are carried out by staff on a daily basis, fire and evacuation procedures are practised regularly. Throughout the day staff constantly remind children how to keep themselves safe, such as saying, 'don't run inside because you might fall.' Children respond to these reminders and behave well. Children are encouraged to learn about risk and keeping safe through carefully assessed activities which involve risk. For example, children have been involved in activities such as sawing and sanding wood when making the new mud kitchen.

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

The management and the staff demonstrate an excellent understanding of their responsibilities in meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. All staff have completed safeguarding training and are confident in how to keep children safe. They understand the procedures to follow if they have any safeguarding concerns. Robust recruitment, vetting and induction procedures ensure all adults working with children are suitable to do so. New staff participate in a thorough induction which ensures they fully understand policies, procedures and their roles and responsibilities. As a result, new staff quickly develop confidence and settle into their jobs. Policies and procedures are updated regularly and include the use of mobile phones and cameras in the centre. Accident forms and records on administering medicine show that staff are following the correct procedures to support children's welfare and safety. Effective risk assessment procedures are in place to ensure that the environment is safe for children.

The leadership and management effectiveness in this children's centre is outstanding. They demonstrate a continual drive to improve the outcomes for children. Highly reflective self-evaluation is target focussed and constantly challenges all aspects of the provision. For example, the management team have developed innovative training for their staff which allows them to develop management expertise and to ensure they have a clear route of progression for those interested in promotion. Aspiring senior practitioners must complete this level 4 training which is led by specialists within the children's centre group.

The management team and staff work exceptionally well together. Effective monitoring of the delivery of the educational programmes is done through regular discussions and team meetings. The whole staff team contributes to identifying areas to focus on. For example, the recently developed mud kitchen was a reflection of the boys' lack of involvement in role play and speaking and listening opportunities. Staff have regular opportunities to attend training and develop their areas of interest, which ensures staff are abreast of new ideas and current research within the early years sector. This can be seen in the 'Communication Friendly Spaces' all around the centre. These areas support children's language development and have been implemented as a result of recent staff training. Staff have regular supervisions and appraisals which help them to share ideas and to critically reflect on their practice and the provision they provide the children.

Parents are extremely supportive of the centre. They specifically comment on the excellent progress their children have made and the caring and supportive environment created by each key person. Children's needs are quickly met through targeted professional support from outside agencies. The centre enjoys a close working relationship with the local schools to which children move to. Information sharing about children's needs is exceptional and support is put into place swiftly, ensuring children make rapid progress.

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	EY475159
Local authority	Slough
Inspection number	966214
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	124
Name of provider	Mott MacDonald Ltd (trading as Cambridge Education)
Date of previous inspection	not applicable
Telephone number	01753574420

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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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