

Vicarage Way Children's Centre Early Years Service

Vicarage Way, Colnbrook, Berkshire, SL3 0JY

Inspection date	19/09/2014
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	2 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

- The quality of teaching is good. This is because staff plan and provide a wide range of activities and ongoing experiences, indoors and outdoors. They firmly base these opportunities around the children's interests and next steps in learning. As a result, all children make good progress.
- Staff are particularly skilled in recognising some children's anxieties or fears, and they work hard to alleviate these, making the environment as comfortable as possible.
- There are established systems to promote staff training and ongoing professional development, which further provides good outcomes for children.
- Management and staff work well as a team to continuously improve the provision. Comprehensive policies and procedures are in place. These measures help to ensure that staff effectively safeguard children and promote their well-being at all times.

It is not yet outstanding because

- Staff do not consistently advise parents about how to further enhance children's learning at home.

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

Inspector

Alison Southard

Full report

Information about the setting

The Vicarage Way Children's Centre Early Years Service is one of 10 children's centres run on behalf of Slough Borough Council, by Mott MacDonald Ltd. (trading as Cambridge Education). The centre, which is situated in the village of Colnbrook in the south-east of Slough, Berkshire, registered its early years service in 2011 and re-registered in 2014. The centre operates from a listed building that has been renovated to provide a playroom with an enclosed garden for outdoor play. The centre is registered on the Early Years Register and the compulsory part of the Childcare Register. There are currently nine children on roll, all of whom are in the early years age group. The centre is open from 9am to 4pm on three days of the week and from 9am to 6pm on the remaining two days, for 51 weeks of the year. The provider receives funding for the provision of free early education for children aged two, three and four years. The provider also offers creche facilities to support adult learning and other services. The early years sessions are from 12.15pm to 3.15pm. The children's centre management team oversees the operations of the centre. The central Slough Early Years and Children's Centre team also offers support. The team includes an operations team, a family services coordinator, a family learning coordinator, a finance team, as well as the early years advisory team. The provider employs five staff, all of whom hold relevant early years qualifications.

What the setting needs to do to improve further

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

- strengthen the information provided to parents about activities that can enhance children's learning at home, to enable them to become even more involved in their children's learning.

Inspection judgements

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

Staff provide interesting and challenging educational programmes both inside and outside. As a result, children make good progress in their learning and development. Children are very active learners. They benefit from good opportunities to make choices and decisions. This encourages them to learn through exploration and investigation. Staff recognise the importance of first-hand experiences to promote children's understanding. For example, they looked for spiders together and staff praised children as they excitedly found a wood louse. Staff build successfully on this interest to extend children's knowledge of the natural world, by providing books related to the activity for children to look at. They know their key children well so they build on the next steps in their learning through planned and spontaneous activities. Staff work well with parents and other professionals to identify, plan and provide all children with targeted care and learning opportunities, including 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 initial abilities and interests. This enables staff to identify any gaps in children's learning over time and address these. As a result, all children, including those with special educational needs and/or disabilities, make good progress. This helps prepare them in readiness for the next stages in their learning. Progress checks are completed for children aged two and are shared with parents as required. The provider offers 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 staff ask parents for information regarding children's achievements from home, which parents share. Staff inform parents about their children's day, through daily communication. However, staff are not always consistent about offering further information about suggested activities in order for parents to extend children's learning at home.

Staff place a strong focus on promoting children's communication and language skills. They model language at every opportunity with young children to reinforce their understanding. For example, during snack time staff named the colours of the cups to reinforce children's colour recognition skills. Staff encourage children who are more able, to solve problems and think for themselves, by using skilful questions. For example, they encouraged children to think about how many spades of sand were needed to fill the bucket, as they counted together. Staff use their knowledge from the Every child a talker and other programmes, to develop their 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 early abilities and skills. Some staff speak languages other than English. This enables them to sing songs in different languages and offer children occasional stories, also in different languages. This provides children from different backgrounds and cultures with a sense of belonging, and other children opportunities to learn about different cultures. All staff are trained to use a signing system to support children's communication skills and staff also use visual aids. These methods help 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.

Children are able to move freely between the indoor and outdoor areas. They have fun developing their physical skills as they ride on tricycles, play with hoops, dig in the sand tray and climb on apparatus. They move with control and coordination. There are a variety of different areas for children to explore, which have recently been reorganised after staff attended training on creating communication friendly spaces. There are cosy areas for all children to sit and look at books, or to rest. Children enjoy listening to stories read by staff and looking at books in their free play. Staff clearly label drawers containing resources and the different areas are clearly labelled in English, with some signs in other languages. Staff respect the religions, cultural backgrounds and home languages of all children. They learn some key words to communicate with children when they first start and provide resources to reflect their languages positively. Children learn how to recognise their names because they have opportunities to see these in the environment, such as on their pegs. Staff provide very good support and resources for children to draw, make marks and to practise writing. As a result, children are learning to understand that print conveys meaning in

readiness for school.

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

Children play happily and interact very well with staff. Key-person arrangements are very effective and children form trusting relationships with the adults who care for them. This helps them to develop a strong sense of security. Children receive lots of reassurance as they separate from their main carers and settle in. This helps them to feel confident and secure. The day is planned to enable 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 are very sensitive towards promoting children's emotional wellbeing. They plan their time thoughtfully to offer individual attention to children who have just started, and use techniques to help settle them around their own interests and needs. For example, one child returned to a picture of herself with her family throughout the session, which helped her to settle and have a sense of belonging.

Children behave well in the busy, friendly atmosphere. Staff act as very good role models, helping children to develop their social skills. Children have good levels of independence, which enables them to begin to take carefully managed risks in a safe environment. Children are encouraged to serve themselves snacks, pour their own drinks and hang up their place mats to dry after snack. Staff record and understand children's specific health and dietary needs, and any 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, because the full details are 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. Staff place strong focus on promoting children's health. They teach them good self-care skills, such as washing their hands after toileting and before eating, and brushing their teeth.

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 repeats the word, 'Careful' as she climbs down from the changing unit. 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.

Relationships with staff of schools that the children will move to are good. Teachers from children's schools are invited in to meet with the children. This provides opportunities for children to meet with their new teachers and for information to be shared between the settings. This ensures children are well prepared for their move to school and promotes continuity of learning between settings. Staff also develop 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

The management team works well together and fully understands the requirements of the Early Years Foundation Stage, and ensures these are met. This helps to ensure the team provides effective, quality care and learning for children. All staff attend safeguarding training and staff demonstrate a thorough awareness of the procedures to follow if they have concerns. This knowledge helps to safeguard children in their care. The provider shares policies with parents to enhance their awareness of staff responsibilities, and policies and procedures. Children are cared for in a safe and secure environment, because staff complete suitable risk assessments and daily checks. For example, they have keypad locks on main doors to ensure children's safety.

Effective recruitment procedures are in place to ensure that new staff are suitably qualified and vetted. On appointment, a thorough induction process is carried out. This helps new staff to settle into the nursery, and enables them to fully understand their roles and responsibilities. These measures ensure that the provider takes effective steps to minimise risks and to keep children safe, healthy and secure. The management team provides ongoing monitoring, training and supervision of staff. The provider has employed a qualified teacher to monitor staff progress and identify areas for improvement which 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 the strengths of the provision and areas for improvement. For example, staff have improved resources in the outdoor areas. They have also introduced a more robust planning system to ensure they clearly plan to meet individual children's next steps in learning. 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 also gain information from parents through questionnaires. Parents can attend parents' evenings to discuss their children's development. The managers complete observations of staff practice and use these to oversee the quality of teaching. This ensures that, overall, staff maintain good standards of care and teaching. The nursery team also implements additional quality assurance schemes to help maintain the high standards. As a result, the team demonstrates a strong capacity to maintain continuous improvement.

Parents report how they are very happy with the standard of care their children receive. They comment that they would like to receive more information about how they can extend their children's learning at home. Parents are 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 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**

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	EY475140
Local authority	Slough
Inspection number	966213
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	20
Number of children on roll	9
Name of provider	Mott MacDonald Ltd (trading as Cambridge Education)
Date of previous inspection	not applicable
Telephone number	01753684455

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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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