

# Centre Place Family Centre Nursery

Estuary Housing Association, Centre Place, 15 Prospect Close, SOUTHEND-ON-SEA, SS1 2JD

<b>Inspection date</b>	30/10/2014
Previous inspection date	08/09/2008

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	2
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's communication and language skills are supported well, particularly those with identified speech and language delays and those who speak English as an additional language. This is because the quality of teaching is good.
- Children's learning is supported well when they play outdoors as all areas of learning are promoted as well outside as they are inside.
- Children are safeguarded effectively. Staff have a strong knowledge of the procedures and work closely with other agencies to fully promote children's welfare.
- The staff have very positive partnerships with parents and other professionals to support children in their daily lives.
- Children's transitions to school are managed well because staff closely liaise with teachers, to ensure children's ongoing needs are fully met.

### It is not yet outstanding because

- During the school holidays, when less children attend the nursery, the monitoring of staff's performance does not always ensure that the good quality teaching is consistently evaluated and maintained.

## **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 observed activities in both the indoor and outdoor environments.
- The inspector carried out a joint observation with the deputy manager.
- The inspector took into consideration the views of the parents spoken to during the inspection.
- The inspector checked evidence of the suitability and qualifications of staff working with children, as well as a sample of records and documentation.
- The inspector took into account the provider's self-evaluation.

## **Inspector**

Claire Parnell

## Full report

### Information about the setting

Centre Place Family Centre Nursery opened in 2008 and is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is run by Estuary Housing Association and operates from three rooms and a hall in a purpose-built building in Southend-on-Sea, Essex. Children have access to an enclosed outdoor play area. The nursery opens Monday to Friday from 8am to 6pm, for 50 weeks of the year. Children attend for a variety of sessions. There are currently 90 children on roll in the early years age range. The nursery receives funding for two-, three- and four-year-olds. It supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 20 staff working directly with the children. Of these, three hold an early years qualification at level 2, 12 hold level 3, and five hold qualifications at level 4 and above, one of whom holds Early Years Teacher status. The nursery receives support from the local authority.

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

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

- ensure that robust monitoring systems remain in place during the school holidays, so that the good quality teaching is consistently evaluated and maintained.

### Inspection judgements

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

Children are making good progress in all the areas of learning throughout the nursery. Children's learning is supported well by well-trained and knowledgeable staff. Children make clear decisions as to where they want to play, moving freely between the indoor and outdoor space to vary and extend their learning. Staff use effective skills to support and challenge children's learning. They observe children's interactions with others and allow them to lead their activities. They use effective questions to develop children's curiosity and intrigue, especially with natural materials. For example, children are encouraged to explore with both water and sand outside, mixing the two together and watching to see what happens to it. Staff use open-ended questions to encourage problem solving and further exploration.

Children's language and communication is particularly well supported. Children with identified speech and language delays and children who speak English as an additional language are encouraged to use a sign-language programme and gestures to enhance their communication skills. Children's home languages are valued and reflected through a good range of resources. Everyday routines are used to support language development, with simple phrases and words to encourage speech. For example, in group times, familiar songs are sung to welcome children and at snack time there is much discussion about the

different fruits that they are eating. The staff provide activities that cover the seven areas of learning outdoors as well as indoors. For example, staff provide children with opportunities to grow their own vegetables during the summer months and help children to learn where food comes from. This outdoor learning is of particular benefit to children who may not have access to a garden at home. This demonstrates staff's clear understanding of how to provide children with the necessary skills to explore, to be active in their play and to show curiosity and solve problems. This prepares them for future learning, in readiness for school.

Staff gather information about children's starting points when children begin at the nursery. They talk to parents about children's experiences so far and use this information to plan for each child's next steps of learning. Staff make observations of children's achievements and link these to the areas and stages of learning. Parents receive regular information about their children and the progress they are making. They are given good information as to how they can support their children's learning at home. Children with special educational needs and/or disabilities are particularly well supported. If staff identify any concerns with regard to children's development, appropriate support is put in place as an early intervention.

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

Children's emotional well-being is supported well throughout the nursery. Children receive sensitive support and reassurance to establish close bonds and attachments with staff. The key-person system is highly effective. Staff obtain and use the information from parents to promote a positive and enriching impact on children's secure emotional attachments. On occasions, during the school holidays, young babies, who have successfully settled into the nursery with their key person, are welcomed by another staff member due to changes in staffing. However, the staff work well together and, therefore, the member of staff has a good understanding of how to meet the individual children's needs. Children are very successfully and effectively emotionally prepared for the transition to school. This is due to the very well-established links with local schools and the thought-provoking support given to children by the staff.

Children's behaviour is good. Staff manage children's behaviour well and give plentiful praise and recognition to enhance children's understanding of what is acceptable and unacceptable behaviour. This helps children to support and care for each other. They have a developing understanding of keeping themselves safe, through routines and clear explanations. Staff are positive role models who support children's understanding of good hygiene practices through explanations and demonstrations. For example, staff wash their hands after changing nappies and after supporting children to use the toilet, encouraging children to do the same. Children thoroughly enjoy fresh air and outside play. They have a good range of resources to support their physical development, using their feet to propel ride-on cars backwards and forwards. They use tools effectively to pour, ladle, spoon and dig in sand, water and mud, developing clear dexterity skills. Children learn about healthy eating through snack and meal times. Parents have an abundance of displayed and written information to support children's healthy eating, especially for when they provide a packed lunch during school holidays.

Children, staff and parents celebrate the differences in their society together. For example, parents participate in workshops and activities with their children to learn about, value and celebrate different religious festivals and cultural celebrations. Children play with a good range of resources that reflect positive images to support their understanding of people's differences. Children's home languages are appropriately reflected and valued throughout the nursery, through clear labels and in different books.

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

Children are safeguarded very well. Staff have a strong knowledge of the procedures to follow if they have concerns about children in their care. All staff have completed safeguarding training and have a robust knowledge of how to record and report concerns. Staff work effectively with other agencies to support and protect children's ongoing welfare. Policies and procedures are regularly updated and accessible to staff and parents at any time. The nursery follows robust recruitment procedures to ensure suitably checked and well-qualified staff work with the children and their families. New staff follow strong induction procedures to ensure they are familiar with their roles and responsibilities within the nursery. The appraisal, supervision and ongoing training for all staff provide a programme that identifies staff's training and development needs. This provides them with the necessary skills to develop their professional qualifications and practice further. Children play in a safe and secure environment, with thorough checks to identify any hazards. Children's records are kept updated, secure and confidential.

The management team have a clear understanding of their responsibilities to meet the requirements of the Early Years Foundation Stage. The monitoring system to evaluate the effectiveness of staff's performance is generally well established and focuses on the impact that staff's practice has on children's high levels of attainment. However, during the school holidays, when less children attend the nursery, staff are not monitored as robustly to ensure that their good teaching is consistently evaluated and maintained. The nursery team and parents all contribute towards the self-evaluation and identify their strengths and areas to improve. As a result, improvements to the nursery are identified and implemented and recommendations from the last inspection have been successfully met.

The partnerships with parents and other professionals are particularly strong. Parents make very positive comments about the nursery and how the staff support their own needs as well as their children's needs. Parents call the nursery 'our nursery' and are proud of the work that the staff do. There is a good variety of written and verbal information available for parents to support their understanding of Early Years Foundation Stage. Staff are always available when children arrive and leave the nursery. They talk with parents about their children's home life and their achievements at home, and offer suggestions how parents can support their children further. Staff provide parents with a daily diary so that they are well informed about their child's day in nursery. Staff work closely with parents, providing a very sensitive and professional approach towards each family's needs and directing them towards the support they need. The partnership with

other professionals is very positive. Staff have a very clear understanding of the importance of sharing information for children's ongoing welfare. The nursery has very successful links with local schools and works tirelessly to make the transition from the nursery to school as smooth as possible for children and their parents. For example, staff visit the schools with the children to enhance their confidence in their new environment. They share a range of information with the children's teachers, using photographs and discussions. Staff work closely with people of authority within the community in order to gain children's and their family's trust and to support their understanding that they are there to help.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
--	------------

The requirements for the voluntary part of the Childcare Register are	<b>Met</b>
---	------------

## 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>	EY355643
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	857485
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	80
<b>Number of children on roll</b>	90
<b>Name of provider</b>	Estuary Housing Association Ltd
<b>Date of previous inspection</b>	08/09/2008
<b>Telephone number</b>	01702 617 446

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](http://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](mailto: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](mailto: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](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

