

# Starting Point Childcare Centre

South Cheshire College, Danebank Avenue, CREWE, CW2 8AB

|                          |            |
|--------------------------|------------|
| <b>Inspection date</b>   | 12/01/2015 |
| Previous inspection date | 14/12/2010 |

| <b>The quality and standards of the early years provision</b>                          | <b>This inspection:</b> |   |
|--|-------------------------|---|
|  | Previous inspection:    |   |
| 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            |                         | 3 |
| The effectiveness of the leadership and management of the early years provision        |                         | 3 |

## The quality and standards of the early years provision

### This provision requires improvement

- Positive partnerships with parents and carers are developed through effective induction arrangements and frequent communication. This means information is continually gathered and exchanged, which benefits each child's ongoing care, learning and development.
- Practitioners accurately monitor and assess children's progress, enabling targeted support to be planned for individual children who may require the intervention of other professionals and agencies in some aspects of their learning and development.
- Children enjoy daily outdoor play in an interesting environment that supports their all-round development.
- Staff have a sound understanding of protecting children and know the steps to take in the event of a concern.

### It is not yet good because

- The provider has failed to notify Ofsted of changes to the nursery manager as required, which means they have failed to comply with a welfare and safeguarding requirement.
- On occasions, when staff are working with larger groups of children, such as at story time, they do not always allow sufficient time for children to share their ideas.
- Peer observations are not always sharply focused on further developing the quality of staff's teaching and learning to the highest level.

## 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 talked to children and staff, and held discussions with the manager and registered person and other college staff during the inspection.
- The inspector undertook a joint observation with the manager of the setting.
- The inspector looked at children's observation and assessment records and the planning documentation.
- The inspector checked evidence of suitability and qualifications of the staff, and the provider's evidence of self-evaluation.
- The inspector took account of the views of parents and carers spoken to on the day.

## Inspector

Ron Goldsmith

## Full report

### Information about the setting

Starting Point Childcare Centre has operated since 1994 and was registered into new premises in 2010. The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is privately owned and managed by the college and operates from a purpose built centre situated on the campus of South Cheshire College, Crewe in Cheshire. Children are cared for within four rooms all accessible on the ground floor. There are secure areas available for outdoor play. In addition, the nursery use a room in the college. The nursery is open five days a week from 8am to 6pm all year round, with the exception of bank holidays and Christmas. The nursery provides a facility for college staff and students as well as the local community. There are currently 110 children on roll, who are all within the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. The nursery supports children with special educational needs and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 21 members of staff including the manager. The manager is qualified at level 4 in early years and 18 staff are qualified at level 3. One staff member is qualified at level 2. Two staff members are modern apprentices. In addition, the nursery employs cleaning and maintenance staff. 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:

- review the organisation of children at group times, so that they are all provided with ample opportunities to ask questions and to share their ideas, to further support their critical thinking skills
- enhance the already good monitoring strategies to ensure even greater consistency in the quality of teaching and learning, by implementing a more targeted approach to the use of peer observations as a way of sharing and reflecting on good practice.

### Inspection judgements

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

Practitioners are focused and enthusiastic so that children learn and do well, therefore, the quality of teaching is good. They motivate and encourage children well when teaching them. Children are active and inquisitive learners. Practitioners observe children regularly and monitor their individual interests weekly. They use this information to plan activities that are stimulating and offer children a broad range of experiences. Staff know the children very well and thorough observations, focused assessments and regular tracking of

children's development allows them to plan specifically for each child's needs. Peer observations are carried out to ensure the nursery are sharply focused on further developing the quality of staff's teaching and learning to the highest level. However, this has not yet consistently improved teaching to the highest level. Baseline assessments of children's starting points are completed in discussion with parents. Consequently, staff effectively plan for children's continued progress and development towards the early learning goals. Children are successfully challenged and demonstrate the characteristics of effective learning. They are active and engaged as the good quality teaching supports their play. Staff skilfully question children to extend their thinking, as they sit with them and talk about what is taking place, for example, as children play outdoors and make a castle from building blocks or as they explore mud pie making and dens in the woodland area. Staff use these good opportunities for introducing counting, letters, shapes and naming colours with children to develop their understanding. Children who speak English as an additional language are supported well through tailored teaching, in order to support their learning and development. Some parents read stories in different languages to the nursery. Staff seek help from parents to enable them to communicate in children's home language. They liaise closely with parents to support each child and as a result, children make good progress in their learning and development. Staff work closely with parents, external agencies and other professionals, such as speech and language therapists, to ensure effective strategies are used to meet children's individual needs.

Staff provide good opportunities for all children to play outdoors where they develop some physical skills. Children delight in running freely between the trees. They enjoy riding wheeled toys as they learn to negotiate pathways. Indoors, children build and construct as staff sensitively support individual children and build on each small success. Staff make good use of praise, and consequently, children are encouraged to try and willingly have a go at new activities. Children explore and acquire good language and literacy skills. They listen to stories and engage in good quality conversations, as they begin to recognise the words which staff hold up at key points in the story. These story times are also used to develop younger children's speech and to help them begin to concentrate. Sometimes, when staff are working with larger groups of children, such as at story time, they do not always allow sufficient time for children to share their ideas. As a result, it is not always easy to make sure that children maintain their concentration throughout. For older children, stories are more complex and children show anticipation and are eager to join in. Children make progress in the prime areas of learning, which means their communication and language, physical development, personal, social and emotional development are well promoted and they have the key skills necessary for school. They enjoy writing, drawing and making marks using a wide range of materials, as they develop those skills necessary for early writing. Through looking at books and viewing the written word, children are being supported with their early reading skills. At snack time, children's growing independence is, generally, well fostered as they serve themselves with food and drinks.

Staff work well with parents to include them in their child's progress towards the early learning goals. Parents contribute to their children's assessment and agree the next steps for their development, so that staff can plan effectively for their children's continued good progress. Parents spoken to think all staff are very supportive and very caring. They say staff are friendly and approachable. Parents are very well informed about the Early Years Foundation Stage because staff explain how activities support children's learning and they

display relevant information for parents to read. This is reinforced as staff share children's assessment and individual planning with parents for them to contribute to and comment on. Children are making good progress towards the early learning goals and are well prepared for their future learning and move onto school. Good partnership working with the local schools supports children as they move to the next stage of learning.

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

The key-person system is effective and staff are sensitive to the needs of all children. As a result, secure attachments are formed, which promote a sound level of well-being. Children demonstrate confidence and self-esteem. Children show that they feel safe as they move freely around the nursery, cooperate with peers and are keen to share their activities with staff. However, safeguarding is not fully supported, as management have failed to notify Ofsted of changes to the nursery manager.

Children's behaviour is good and their sense of belonging is demonstrated by their increasing familiarity with routines. Children help to tidy away, which shows they are displaying a good awareness of responsibility within the nursery. Staff encourage children to explore their environment, so that their early investigative skills and curiosity are promoted. Children begin to develop good self-help skills, such as washing their hands after messy play and before eating snack.

Children have healthy choices at mealtimes, as they enjoy vegetables and mince, with fresh fruit and milk or water. They energetically join in with physical exercise when playing outside, for example, in the forest school area in the woods. This provides children with firm foundations for developing a healthy lifestyle. The well-resourced environment and knowledgeable staff supports children's development effectively and contributes to their growing independence skills. This is especially important as children become older and prepare to move into school.

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

The provider has failed to notify Ofsted of a change to the nursery manager. This means there has been a breach in the requirements of the Childcare Register. However, this does not have a significant impact on children's safety and well-being. She is a previous member of staff and there are appropriate recruitment procedures in place to ensure that all staff, including the manager, are suitable to work with children. The manager carries out induction procedures, so that new staff are clear of their role and responsibilities. Staff implement safeguarding procedures so that unchecked adults, volunteers, visitors or other helpers are not left alone with children at any time. All staff have completed safeguarding training and have a sound understanding of child protection procedures, including the possible signs that a child may be at risk of harm. Staff know and understand the importance of recording and reporting concerns. Staff also have a secure understanding of the learning and development requirements.

The manager is passionate about the nursery and has a clear drive for the continuous development of the provision. The nursery management and staff carefully monitor the educational programmes to ensure they cover all areas of learning in both the indoor and outdoor learning environment. They use effective monitoring systems to track the progress of individual children and groups of children. As a result, any gaps in children's learning can be effectively targeted by staff. There are suitable systems in place to support staff in their professional development. Recent and future training plans help staff to build their skills in working with young children.

Very good partnerships with parents, carers and others involved in children's care help staff to meet the individual needs of children well. For example, staff liaise with other professionals, so that children receive any additional support they need. Parents and carers comment positively about the knowledgeable, caring staff and appreciate the advice they receive to continue their children's learning at home. Parents and carers state that their children are happy and enjoy attending the nursery and that their children are making good progress. Parents and carers receive detailed information about the nursery through the internet, noticeboards, newsletters and verbal exchanges on a regular basis.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are

**Not Met  
(with  
actions)**

The requirements for the voluntary part of the Childcare Register are

**Not Met  
(with  
actions)**

#### To meet the requirements of the Childcare Register the provider must:

- inform Ofsted when a new manager is appointed (compulsory part of the Childcare Register).
- inform Ofsted when a new manager is appointed (voluntary part of the Childcare Register).

## 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>     | EY413041                 |
| <b>Local authority</b>             | Cheshire East            |
| <b>Inspection number</b>           | 851358                   |
| <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>      | 69                       |
| <b>Number of children on roll</b>  | 110                      |
| <b>Name of provider</b>            | South Cheshire College   |
| <b>Date of previous inspection</b> | 14/12/2010               |
| <b>Telephone number</b>            | 01270 654 655            |

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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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