

# Surestart - Where Kids Come First



The Ockenden Childrens Centre, 2a Afton Drive, SOUTH OCKENDON, Essex, RM15 5PA

<b>Inspection date</b>	22 January 2015
Previous inspection date	21 July 2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
How well the early years provision meets the needs of the range of children who attend		Good	2
The contribution of the early years provision to the well-being of children		Good	2
The effectiveness of the leadership and management of the early years provision		Good	2
The setting <b>meets legal requirements for early years settings</b>			

## Summary of key findings for parents

### This provision is good

- Teaching is good. Staff skilfully interact with children to extend and challenge their play and learning. This means that all children make sustained progress over time.
- Staff offer plentiful activities and resources covering all the areas of learning, promoting children's learning and development.
- Staff establish strong and trusting partnerships with parents. They work closely with parents and other professionals to support children's individual care, development and learning needs.
- Children are happy, confident and secure because staff build positive relationships with them.
- Children are safe in the nursery because arrangements for safeguarding are robust.
- The manager is passionate about her role and is committed to the continual improvement of the setting. Therefore, she is striving to always provide the best care and education for the children.

### It is not yet outstanding because:

- On occasion, the monitoring of some assessments does not fully reflect the range of groups of children attending the setting.
- Supervision of staff is not consistently focused on improving the quality of teaching, in order to promote children's learning.

## What the setting needs to do to improve further

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

- enhance the already good monitoring of children's assessment to precisely track the progress of a range of different groups in order to ensure that interventions can be targeted more effectively
- extend the supervision of staff to include a greater focus on enhancing the quality of teaching, to ensure that all children reach their full potential.

### Inspection activities

- The inspector observed activities in the setting and talked with the staff and the children.
- The inspector viewed the areas of the premises and garden.
- The inspector looked at children's assessment records, planning documentation, and a range of other documentation, including the safeguarding procedures.
- The inspector took account of the views of parents, as recorded in written questionnaires and reference letters.
- The inspector conducted a joint observation of a teaching activity with the manager.

### Inspector

Jemma Hudson

## Inspection findings

### **How well the early years provision meets the needs of the range of children who attend. This is good**

Staff provide a wide range of well-resourced activities that support and promote children's learning and effectively meet their needs. Staff plan well, taking into account each child's interests and age and stage of development. This good planning, along with quality teaching, means that all children are supported to make sustained progress over time. Staff interactions with children are strong. They talk to children and consistently use open-ended questioning to extend their communication and language. Visual props and signs are used throughout the setting which ensures that all children, including those who speak English as an additional language, are well supported. Children's learning journals show precise observations linked to the areas of learning. Staff use these observations to track children's progress effectively. Timely interventions ensure that all needs are appropriately met and that children develop the skills and attributes needed to support their move on to school.

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

Children share warm relationships with the approachable and friendly staff who know them well. A well-established key-person system is in place to support their emotional needs. Children demonstrate a positive approach to learning, and behaviour throughout the setting is good. Staff provide excellent role models and interact well with children, which results in a calm and friendly atmosphere. Staff develop and extend children's understanding of the importance of a healthy lifestyle. Children benefit from regular fresh air and exercise during outdoor play and are offered a range of nutritious healthy meals. Children sit together and are very sociable. Staff use these opportunities to encourage talk about the morning and to plan future activities. In this way, children's interests are further extended and they learn to listen to each other and form opinions.

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

The setting is managed well. The manager and her staff have a good knowledge and understanding of the legal requirements. The manager is reflective and demonstrates a commitment to the continual development of the setting. The manager monitors staff performance. This helps to promote good outcomes for children. There is scope to extend the supervision arrangements to provide a greater focus on improving the quality of teaching. The manager monitors educational programmes effectively for individual children. However, she is only just starting to consider the varying learning styles of groups of children for example, the progression of funded two-year-olds or children who speak English as an additional language, and how this may have an impact on planning and securing precise intervention. The nursery has developed successful strategies to work closely with both parents and other providers. Parents value this partnership. They say that 'staff are caring and approachable'. One parent commented on the 'excellent' support she received. Consequently, children have continuity of care and their needs are very well met.

## Setting details

<b>Unique reference number</b>	EY337731
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	857135
<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>	33
<b>Number of children on roll</b>	78
<b>Name of provider</b>	Surestart - Where Kids Come First Committee
<b>Date of previous inspection</b>	21 July 2011
<b>Telephone number</b>	01708 670011

Surestart - Where Kids Come First is a registered charity run by a committee. It was established in 1993 and opened in the current premises in 2006. The setting runs from one divided playroom with associated facilities within the Ockendon Children's Centre. The setting is open each weekday from 8am until 6pm, all year round, excluding public holidays. The setting receives funding for free early education for children aged two, three and four years old. It supports a number of children who speak English as an additional language and children with special educational needs and/or disabilities. Of the 15 staff who work at the setting, eight hold relevant qualifications equivalent to level 2,3 and 4. In addition, one holds a foundation degree in early years.

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