

Even Swindon Early Years Centre



Even Swindon Primary School, Pasture Close, Raybrook Park, Swindon, SN2 2UJ

Inspection date

12 February 2015

Previous inspection date

Not applicable

| The quality and standards of the early years provision | This inspection: | Good | 2 |
|----------------------------------------------------------------------------------------|----------------------|----------------|---|
| | Previous inspection: | Not applicable | |
| 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 meets legal requirements for early years settings | | | |

Summary of key findings for parents

This provision is good

- Staff nurture the communication and language of the two-year-old children. They give children time to talk, comment on children's play and ask questions to make children develop their own ideas.
- Staff resource the playroom and outdoor area well with exciting and stimulating toys and equipment. As a result, children are keen to focus on their chosen play in the calm, purposeful atmosphere.
- Managers rigorously monitor the good progress that all children make relative to their starting points. This ensures staff tailor activities to help children learn effectively at all times and they promptly provide any required interventions.
- The leadership team has worked hard to drive improvements since the last inspection. Regular evaluations of the provision and detailed action plans ensure a continued commitment to providing high quality childcare.
- Children develop strong attachments with their special person. Staff have a caring approach towards the children, are good role models and meet children's needs well because they establish strong partnerships with parents and other agencies.

It is not yet outstanding because:

- The organisation of snack time does not always provide opportunities for children to use the independence skills they have already gained.
- Routines occasionally limit the time children can spend outside, which does not fully benefit those who learn best outdoors.

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 snack time, so that children can use their independence skills effectively, for example, by letting children pour their own drink and serve their own food
- further develop the routine to enhance opportunities for children to play and pursue their interests outdoors.

Inspection activities

- The inspector viewed the areas where childcare takes place.
- The inspector observed interaction between the staff and the children during activities in the playroom, hall and the outside learning environment.
- The inspector had discussions with the head teacher, children, parents, staff and the manager.
- The inspector undertook a joint observation with the manager of an adult-led group activity in the hall.
- The inspector sampled a range of documentation including the improvement plan, children's records, planning, safeguarding procedures and policies, and suitability checks on staff.

Inspector

Victoria Weir

Inspection findings

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

Staff provide an interesting range of activities across all the areas of learning based on their good knowledge of children and monitoring of their progress. As a result, all groups of children make good progress in their learning and development. Additionally, some children who have lower starting points make exceptionally good progress. The quality of teaching is good as most staff hold qualifications at level 3. Recent staff training has enhanced the teaching of mathematics and positively improved the development of children's mathematical skills. Staff provide regular opportunities for children to count and to recognise two-dimensional shapes. Staff pay particular attention to developing children's communication skills through regular discussions. This teaching is particularly effective in helping children sustain their attention and develop problem-solving skills. For example, staff suggestions and commentary on their play helped children learn how the placement of bricks affected balance. Children develop their physical skills, imagination, and cooperation as they play in the exciting outdoor area. However, staff do not always enable children who wish to play outside to do so. Consequently, staff do not fully consider the learning needs of children who prefer to learn and play outside.

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

Staff provide a very safe and secure environment, where children are welcomed and made to feel special in the lively atmosphere. Children enjoy very close relationships with the staff who pay close attention to their individual care needs. For example staff are vigilant and sensitive as they support children who are beginning to use the toilet. This helps to promote their well-being and their independence. Children sit well at snack times, but staff do not always expect them to do small tasks, such as pouring their own drinks or preparing their snack. This does not fully prepare them for the move to the next stage in their care and learning. Adults model good social skills and teach children to voice their needs and wants. As a result, children behave well, gain confidence and self-motivation.

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

The management understands and meets the requirements of the Early Years Foundation Stage well. Staff know the procedures to safeguard children. The management monitors staff performance and checks their suitability. Managers consider the views of all those involved in children's care and learning to set challenging targets for improvement. This ensures developments directly improve children's learning. Staff provide detailed information for parents regarding how well their children are achieving. Partnerships with parents help children to receive consistency in their learning and care. Regular links with other professionals and the host school ensure that any gaps in children's learning narrow.

Setting details

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|------------------------------------|--------------------------------------------|
| Unique reference number | EY359473 |
| Local authority | Swindon |
| Inspection number | 815423 |
| Type of provision | Sessional provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 12 |
| Number of children on roll | 17 |
| Name of provider | Even Swindon Primary School Governing Body |
| Date of previous inspection | Not applicable |
| Telephone number | 01793 523041 |

Even Swindon Early Years Centre was registered in 2007. The provision is situated on a school site and has close links with the primary school. It is open from 9.45am to 11.45am during weekdays in term time. Four members of staff work with the children. These include one qualified teacher and two other staff who have relevant childcare qualifications at level 3.

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