

University of Exeter Family Centre

Mardon Hill, Exeter, EX4 4TH



Inspection date

Previous inspection date

17 February 2015

16 December 2009

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|--|-------------------------|-------------|----------|
| The quality and standards of the early years provision | This inspection: | Good | 2 |
| | Previous inspection: | Outstanding | 1 |
| 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

- Partnerships with parents are strong. Staff provide regular feedback to inform parents of children's care routines, achievements and next steps. This enables parents to extend children's learning at home and ensures consistency in meeting their care and development needs. This helps all children to make good progress in their learning.
- Children settle quickly due to the warm relationships staff form with them. Consequently, children feel welcome and develop confidence at the setting.
- Staff have an excellent understanding of appropriate procedures to help safeguard children, including how to refer concerns relating to children's welfare. They complete daily checks of the premises to ensure a safe and suitable environment for children.
- Children are becoming confident communicators because staff use a range of positive teaching strategies, such as demonstrating correct pronunciation.
- Management support the different teams working with children to identify and address areas for development. This demonstrates a strong commitment to making continuous improvements.

It is not yet outstanding because:

- At times, staff deployment does not enable them to further extend the development of babies and younger children when they carry out nursery routines.
- Staff do not always encourage children's independence at snack and meal times.

What the setting needs to do to improve further

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

- improve staff deployment to ensure continuous interaction with babies and young children during daily routines
- develop further opportunities for children to learn independence during snack and meal times, to extend their physical and personal skills.

Inspection activities

- The inspector looked at children's records, planning documentation and a range of other documentation, including policies and procedures.
- The inspector observed daily routines, children's self-chosen play, and adult-led activities both indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector spoke to the staff and children during the inspection.
- The inspector took account of the views of parents spoken to on the day of the inspection.

Inspector

Sarah Madge

Inspection findings

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

Staff provide a good range of activities to promote children's development across all areas of learning. Older children learn about diversity as staff plan activities that teach them about the wider world. Younger children develop physical skills and balance as they explore the large garden equipment. Staff teach children letters and sounds from an early age, to promote their developing literacy skills. This helps to prepare children for the next stage of their learning, including school. However, staff do not consistently deploy themselves well during daily routines when working with babies and younger children. For example, they placed babies in seats with little interaction while they cleaned and prepared individual children for sleep. However, this occurs for short periods only and children remain suitably supervised, so does not have a significant impact upon their development or safety. Staff form secure links with other settings and external agencies, to implement consistent strategies and learning opportunities that effectively meet children's individual needs.

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

Staff establish warm relationships with the children and support them well when they move between rooms as they grow and develop. Staff get down to children's level during interaction to maintain eye contact, which helps to teach children the social skills they require to form friendships. Children develop confidence because staff praise their efforts and achievements, they as enthusiastically ask for 'high-fives'. Children have free access to a wide range of resources that are stored at a low-level. This enables them to make independent choices in their play. Staff encourage children to dress themselves when going outdoors. However, there are fewer opportunities for children to practise self-care tasks during snack and mealtimes. Children brush their teeth after eating and enjoy nutritious meals, which meet their individual dietary requirements.

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

Management have a secure knowledge of the safeguarding and welfare requirements. Recruitment and vetting procedures ensure that all staff are suitable to work with children. Management hold regular supervision meetings with staff to support their professional development. For instance, following training about working with two-year-olds staff learnt the benefit of sleep to support young children's brain development. Whole team meetings enable management and staff to monitor the progress that all children make and share good practice. They regularly identify areas for development to enhance outcomes for all children. For instance, they are currently focusing on promoting children's communication skills and mathematical development.

Setting details

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| Unique reference number | 105920 |
| Local authority | Devon |
| Inspection number | 824786 |
| Type of provision | Full-time provision |
| Registration category | Childcare - Non-Domestic |
| Age range of children | 0 - 8 |
| Total number of places | 53 |
| Number of children on roll | 74 |
| Name of provider | Exeter University |
| Date of previous inspection | 16 December 2009 |
| Telephone number | 01392 725416 |

Exeter University Family Centre established in 1973. It operates in a purpose-built building situated on the University of Exeter campus. The setting operates for 42 weeks per year, opening Monday to Friday from 8.15am to 5.30pm. There are currently 21 staff employed to work directly with children, 18 of whom have appropriate childcare qualifications from level 2 to 5. Early years funded places are available for two-, three- and four-year-olds.

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.

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