

Wendover Children's Centre



Wendover Children's Centre, Wharf Road, Wendover, Buckinghamshire, HP22 6HF

Inspection date

18 March 2015

Previous inspection date

7 December 2011

The quality and standards of the early years provision	This inspection:	Good	2
	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 meets legal requirements for early years settings			

Summary of key findings for parents

This provision is good

- Staff form trusting relationships with children, providing individual attention throughout the session. This helps children to feel settled and secure. Staff provide children with good support, which is based on a clear understanding of each child's abilities and skills. A good range of activities helps children to explore and challenge what they know.
- Children form friendships, referring to each other by name, smiling and playing well together.
- Staff work very hard, helping children learn basic skills in keeping safe. They offer clear and repetitive instructions such as 'slow down, be careful and stop!' These are balanced with positive messages when children make good decisions.
- Leadership is strong. Self-evaluation is effective and takes account of parent's views. Areas for improvement are actively identified and help the setting continually move forward.
- The recruitment procedure is robust, ensuring only suitable people are employed.

It is not yet outstanding because:

- Children use the outdoor area to enjoy physical play, but the organisation of the space does not encourage them to explore activities to promote other areas of development.

What the setting needs to do to improve further

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

- plan to use outdoor space more effectively to support all areas of learning through play.

Inspection activities

- The inspector observed children's play, inside and outside.
- The inspector sampled a range of documentation, including children's records, key policies and procedures, suitability records and those related to training and development of staff.
- The inspector conducted a joint observation with the manager.
- The inspector took account of parents' views through interviews and through looking at customer satisfaction questionnaires.
- The inspector took account of the setting's self-evaluation and used this to discuss development.

Inspector

Carolyn Hasler

Inspection findings

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

The setting provides respite care for children with children with special educational needs and/or disabilities. The staff team are highly skilled in supporting children and meeting their individual needs. Visual picture timetables, and picture aids, help children work their way through routines and help them to make choices. Staff use lots of intonation in their voices, and use repetition and sign language to communicate with children. Rhymes and songs play an important role in introducing children to each other and helping them learn social skills. Children use inside and outside spaces to be physically active. Planning incorporates parent's knowledge of children and information from the settings where they spend most of their time. Staff work successfully in partnership with other professionals to assess and establish individual plans for children.

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

Key person relationships support children well so that they gain confidence and self-assurance with trusted adults. Staff model good behaviour and speak positively, helping children play harmoniously together. They praise individuals for small achievements, which encourages children to have a go. The environment is welcoming and aims to meet each child's physical, educational and cultural needs. Resources are appropriate to reflect the abilities and interests of the children, and are used well to give sufficient challenge. Children's self-care skills are encouraged effectively. Staff enable them to take small steps in moving forward towards caring for themselves. Snacks are healthy and nutritious and staff promote individual children's independence well during snack times. As a result, children build skills to support their future development within other settings.

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

The management team have a clear understanding of the requirements of the Early Years Foundation Stage and meet these well. They have a good overview of the quality of staff interaction with children and monitor how this is impacting on children's development and enjoyment. Staff monitor development well and plan for each child, helping them make the most of activities. Staff are well supported because the leadership and management team are strong. Staff receive appropriate professional development and training, which helps them to continually enhance the quality of the provision. Safeguarding is understood well. Staff are alert to signs that may raise concerns about a child's welfare and know the procedures to follow to keep children safe.

Setting details

Unique reference number	EY433235
Local authority	Buckinghamshire
Inspection number	823871
Type of provision	Out of school provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	7
Number of children on roll	7
Name of provider	Barnardo's
Date of previous inspection	7 December 2011
Telephone number	07940456682

Wendover Children's Centre registered in 2011. It is open on Wednesday afternoons from 1.30pm to 4.30pm for 46 weeks of the year. In addition, during the school holidays it operates an extended day between 9:30pm to 1:30pm. There are seven staff, all of whom hold appropriate qualifications at level 3.

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