

St Thomas's Childrens Centre

Wyberton Low Road, Boston, Lincolnshire, PE21 7RZ



Inspection date

20 July 2015

Previous inspection date

18 May 2011

The quality and standards of the early years provision	This inspection:	Requires improvement	3
	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		Requires improvement	3
The setting does not meet legal requirements for early years settings			

Summary of key findings for parents

This provision requires improvement. It is not yet good because:

- The provider has not notified Ofsted of changes to members of the committee.
- Whole-group activity times interrupt some children when they are engrossed in their play.
- Staff do not always make best use of the outdoor space for children who prefer to learn outdoors.

It has the following strengths

- Staff provide a stimulating and exciting range of learning opportunities for children, both inside and out, based on their interests. Children of all ages and abilities are well motivated, eager to explore and develop well in their learning.
- Staff work closely with other professionals and the settings children move on to, so that they benefit from consistency in their care and learning. Consequently, all children, including those who speak English as an additional language and those with special educational needs and/or disabilities, make very good progress given their starting points and capabilities.
- Children make excellent progress in literacy skills. Staff provide superb opportunities for the children to practise using letters and sounds. Consequently, they are acquiring the skills they need in readiness for school.
- Staff support children's well-being and they form emotional attachments with the children. Staff are kind and caring towards the children. They offer cuddles and good quality conversations that result in the children being extremely confident and self-assured.

What the setting needs to do to improve further

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

- improve opportunities for children to concentrate and engage well during child-chosen activities
- provide more opportunities for children who prefer to play and learn outdoors.

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

- inform Ofsted of the name, date of birth and telephone number of any partner, director, senior officer or other member of the governing body (compulsory part of the Childcare Register).

Inspection activities

- The inspector had a tour of the centre and held discussions with the provider, the manager, the deputy manager, staff and children.
- The inspector carried out a joint observation with the manager.
- The inspector observed adult-led and free-play activities taking place in the two play areas and outside environment.
- The inspector took into account the views of parents and carers spoken to on the day.
- The inspector checked evidence of suitability and qualifications of staff working with children and discussed the centre's self-evaluation and improvement plan.

Inspector

Sharon Alleary

Inspection findings

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

Teaching is good, the staff team has experience, training and appropriate qualifications. This gives them the skills and knowledge to support children effectively. Children concentrate well when taking part in group times. However, the coming together for group times interrupts some children who are deeply involved in their own activities. Consequently, these children cannot complete their play as they wish to. Staff question children and challenge them to think and talk about their ideas. They ask, 'What do you think will happen if you get water in your boat?' Children develop an understanding of nature and living things when they handle the centre's guinea pigs. Children say, 'I can feel his heartbeat'. Staff support children to develop an understanding of healthy practices by reminding them to wash their hands after handling the animals. Children learn how to use information and communication technology resources as they create pictures and write letters on the interactive whiteboard.

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

Children are safeguarded because the management and their staff team are vigilant at all times. They make areas used by the children safe and secure and they are fully aware of their responsibilities in the event of a child protection concern. Children are polite and behave well. Staff act as positive role models and effectively support children to manage their own feelings and behaviour, and to share and take their turn. Children follow good hygiene routines. They enjoy healthy snacks which promotes their good health. Staff talk to children during these times about the healthy foods they are eating. Children play outside on a daily basis. However, staff do not always consider those children who learn and develop best when playing outdoors. The learning environment is imaginative and engaging, both inside and outside. This enables staff to provide a wide range of activities that interest the children. Physical skills develop well as children scoot around the outdoor space on the wheeled toys, negotiating the area safely and avoiding obstacles.

The effectiveness of the leadership and management of the early years provision requires improvement

Although there are new committee members that Ofsted are not aware of, these people do not have direct contact with the children. Therefore, the potential risk to children is minimal. The systems for checking staff's suitability at recruitment and through supervision and appraisals are effective. Staff value training opportunities and this has a good impact on children's learning. The management team checks that children's learning needs are met. They consider the differences in how certain groups learn, such as two-year-old children. Consequently, any gaps in development can be addressed and narrowed. Partnerships with parents are strong. Staff effectively build good relationships with parents and involve them in their children's learning. Therefore, parents can support their children's learning at home.

Setting details

Unique reference number	253443
Local authority	Lincolnshire
Inspection number	866737
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 11
Total number of places	68
Number of children on roll	185
Name of provider	St Thomas's Children's Centre Committee
Date of previous inspection	18 May 2011
Telephone number	01205 311 227

St Thomas's Childrens Centre was registered in 2001. The centre employs 14 members of childcare staff. Of these, all hold appropriate early years qualifications. The centre opens Monday to Friday during term time only. Older children may attend from 7.45am until 8.40am and from 3.05pm until 6pm. Younger children may attend from 8.50am until 11.50pm and from 12 noon until 3pm. Children may attend a full day session from 8.50am to 3pm. The centre provides funded early education for two-, three- and four-year-old children. It supports children with special educational needs and/or disabilities and children with English as an additional language.

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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