

# Prince of Wales Childrens Centre



Prince of Wales Primary School, Salisbury Road, Enfield, Middlesex, EN3 6HG

<b>Inspection date</b>	9 March 2017
Previous inspection date	11 February 2015

<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
Effectiveness of the leadership and management		Good	2
Quality of teaching, learning and assessment		Good	2
Personal development, behaviour and welfare		Good	2
Outcomes for children		Good	2

## Summary of key findings for parents

### This provision is good

- Partnerships with parents are strong and parents value the care and learning their children receive. They are informed regularly about their children's achievements and they contribute to their child's development records.
- Children independently access a wide range of activities and resources and remain interested and engaged in their play. They benefit greatly from the free-flow access to both the indoor and outdoor environment.
- The manager demonstrates ambition and commitment in achieving the very best outcomes for children. Staff feel valued and respected, which motivates them to improve their practice and children's learning. The manager uses information gathered from self-evaluation to form action plans that help to drive the setting forward.
- Staff develop very good partnerships with other settings, external professionals and services to help further develop the outcomes for children.
- Children are helped to understand what is expected of their behaviour. Staff consistently encourage children to share and take turns. This helps to prepare children for their future learning and school.

### **It is not yet outstanding because:**

- Staff do not always organise the group activities well. Therefore, children sometimes have to wait for the activity to start, and the younger children get distracted and do not engage in their learning.
- Occasionally, staff do not make the most of all opportunities to encourage the younger children's vocabulary. For example, they don't always help children to extend their use of vocabulary and sentences.

## What the setting needs to do to improve further

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

- revise the organisation and length of group activities, to ensure they more effectively suit the needs of all the children
- create more opportunities to further extend, in particular younger children's, vocabulary and language skills.

### Inspection activities

- The inspector spoke to children and staff at appropriate times during the inspection.
- The inspector held a meeting with the manager and sampled a range of documentation including, policies and procedures, children's development records and suitability of staff to work with children.
- The inspector spoke to a small selection of parents, viewed written testimonials and took account of their views.
- The inspector completed a joint observation with the manager.
- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.

### Inspector

Cher Walker-Moore

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. All staff complete safeguarding training and they have a secure understanding of child protection procedures and how to report any concerns they may have about a child. Recruitment procedures ensure staff are suitable and the manager regularly reviews staff's on-going suitability. Supervision of staff practice is undertaken regularly and any gaps in children's development is quickly identified, and strategies are put in place to support their individual learning. Staff take every opportunity to improve their practice and skills by attending training relevant to the needs of the children. Detailed development plans incorporate the views of parents, children and staff. They include clear targets that are addressed quickly and lead to continuous improvement of the setting.

### Quality of teaching, learning and assessment is good

The quality of teaching is good and, on occasions outstanding. Staff know the children very well. They use information from their observations to accurately assess children's learning and plan stimulating activities to engage and motivate the children. Children thoroughly enjoy themselves when they go on a 'bug hunt' in the fantastic newly built outdoor habitat. They are full of enthusiasm as they learn how to care for and respect the world around them. Children show engagement and motivation when they count bubbles as they pop. Staff teach children to negotiate space and play co-operatively. For example, they encourage the children to follow the one-way system on the balance beam and to think about the space they have available, when building 'tall' towers using the large construction blocks. Since the last inspection staff have improved their skills in providing further challenges for the older children. Staff skilfully question children, encouraging them to share their ideas and to access additional resources to extend their learning.

### Personal development, behaviour and welfare are good

Staff provide good opportunities for children to develop their physical skills. For example, they have plenty of opportunities to jump, kick balls and balance on the play equipment provided. Children are encouraged to do things for themselves. They enjoy serving their own food and drinks at lunchtimes. Children learn good hygiene practices and the importance of eating healthily. They have secure relationships with the staff. Babies' needs are particularly well cared for. Staff are very skilled at offering them reassurance and guidance to allow them to explore the resources available. This helps them to feel secure and develop their self-confidence.

### Outcomes for children are good

Older children show good levels of concentration as they carry out their chosen activities. They develop good mathematical skills and learn simple addition and subtraction as they count and compare the different number of legs on insects. Children make good progress from their starting points and successfully develop the skills needed for future learning and their move to school.

## Setting details

<b>Unique reference number</b>	EY386307
<b>Local authority</b>	Enfield
<b>Inspection number</b>	1085891
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	68
<b>Number of children on roll</b>	145
<b>Name of registered person</b>	Prince of Wales Primary School Governing Body
<b>Registered person unique reference number</b>	RP901796
<b>Date of previous inspection</b>	11 February 2015
<b>Telephone number</b>	01992 762140

Prince of Wales Children's Centre Nursery registered in 2009. The nursery opens Monday to Friday for 48 weeks of the year. Sessions are from 8am until 6pm. The nursery employs twenty members of childcare staff. All staff hold an appropriate early years qualification; two are qualified at level 2, sixteen at level 3, one at level 4 and one at level 6. The nursery provides funded early education for two-, three- and four-year-old children.

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