

# Corvedale Centre for Children



Corvedale C of E Primary School, Diddlebury, CRAVEN ARMS, Shropshire, SY7 9DH

<b>Inspection date</b>	31 March 2017
Previous inspection date	9 May 2014

<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

- Staff monitor children's learning effectively to ensure that children make at least good progress and identify any children who may need additional help.
- Children's move to school is seamless. Staff provide opportunities for children to become familiar with the school and meet teachers, for example, while eating lunch in the hall and visiting their future class and teacher.
- The manager is dedicated to improving the centre and seeks ideas for improvement from parents and children. For example, the centre now cares for children under the age of two years in response to parents' requests. Staff are building on the children's idea of a metal forest and are currently collecting items to hang on their trees to create this.
- New children are nurtured well by staff through individual support to help them settle.
- Partnerships with other professionals are good. Staff share assessments of children's learning well to promote a joined-up approach to children's development.

### It is not yet outstanding because:

- Staff do not consistently encourage parents to share detailed information about children's learning at home when they first start attending.
- The newly created environment for children under the age of two, does not fully offer a wide range of opportunities to explore using all their senses and in open-ended play.
- Sometimes, staff do not consistently teach all children good hygiene practices, specifically in relation to handwashing.

## What the setting needs to do to improve further

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

- strengthen partnerships with parents and encourage them to share detailed information about their children's knowledge and skills from home when they first start attending in order to plan more effectively for children's learning from the outset
- provide a wider range of opportunities for the youngest children to play and explore using all their senses
- strengthen further children's understanding of good hygiene practices.

### Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors and assessed the impact this has on children's learning. He viewed children's learning records.
- The inspector spoke with staff and children during the inspection.
- The inspector completed a joint observation with the manager.
- The inspector held a meeting with the manager. He looked at relevant documentation, such as safeguarding policies and the centre's self-evaluation. The inspector viewed evidence of the suitability of staff working in the centre.
- The inspector spoke to several parents during the inspection and took account of their views.

### Inspector

Scott Thomas-White

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The designated lead for safeguarding attends advanced safeguarding training. He regularly disseminates his knowledge with all other staff and tests out their knowledge of child protection. All staff know the types of possible abuse and how to follow the centre's policies and procedures to report concerns. Recruitment procedures are effective to check if staff are suitable to work with children. The manager keeps up to date with changes in legislation. Staff are encouraged to further their knowledge through improving their qualifications. More experienced staff in the centre mentor other staff by providing coaching to develop their teaching strategies. As a result, staff are confident to lead group sessions skilfully for all children.

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

Staff observe children's learning well and plan activities that prepare children well for the move to school. Staff interaction with children is good and they encourage children to express their own ideas. For instance, staff work alongside children to draw with chalks, encouraging them to talk about their drawings. Older children actively participate in communication and language activities. They match sounds together well and use positional language, such as beginning, middle and end. Babies develop some of the key skills they need for the next stage in their learning. They learn how to grasp items as they reach forward to pick up instruments. Staff demonstrate how to make sounds with instruments, allowing babies to imitate the action.

### Personal development, behaviour and welfare are good

Staff working with babies are experienced and have the relevant knowledge and skills to care for them. They have worked hard with parents to get to know children's care routines. Staff use this information to replicate children's care routines from home. Children's behaviour is good. Staff manage behaviour effectively and consistently. Staff promote children's independence well. Children are now encouraged to do things for themselves and serve their own snacks. Children keep active outside where they get fresh air and develop their physical skills, such as balancing on the balance beam. They also learn about the impact exercise has on their bodies by feeling their heart beat after dancing.

### Outcomes for children are good

Children enjoy learning, for example, during exciting baking activities. They listen carefully and follow instructions well. Children are developing an understanding of mathematical concepts, such as number recognition, quantity and weight. For example, they weigh ingredients to match quantities to numbers. Children's literacy development is good. They recall stories they have enjoyed well.

## Setting details

<b>Unique reference number</b>	224080
<b>Local authority</b>	Shropshire
<b>Inspection number</b>	1087688
<b>Type of provision</b>	Full-time provision
<b>Day care type</b>	Childcare - Non-Domestic
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Age range of children</b>	1 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	26
<b>Name of registered person</b>	Corvedale Centre for Children Committee
<b>Registered person unique reference number</b>	RP527303
<b>Date of previous inspection</b>	9 May 2014
<b>Telephone number</b>	01584 841295 or 07929606993

Corvedale Centre for Children registered in 1992 and is managed by a committee. The centre employs five members of childcare staff. Of these, one holds appropriate early years qualifications at level 2, two at level 3, one at level 4 and one at level 6. The centre opens all year round, except for bank holidays and one week at Christmas. Sessions are from 8am until 5.30pm, Monday to Friday for two-, three- and four-year-old children and Tuesday, Thursday and Friday for children under the age of two years. The centre provides before- and after-school care and holiday care for school-aged children. It provides early education funding for two-, three- and four-year-old children.

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.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints procedure: raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at [www.ofsted.gov.uk/resources/120354](http://www.ofsted.gov.uk/resources/120354).

Interested in our work? You can subscribe to our website for news, information and updates at [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/government/organisations/ofsted](http://www.gov.uk/government/organisations/ofsted)

© Crown copyright 2017

