

# Dingley Family & Specialist Early Years Centres (Wokingham Centre)

All Saints (Aided) Primary School, Norreys Avenue, WOKINGHAM, Berkshire, RG40 1UX

<b>Inspection date</b>	12 January 2018
Previous inspection date	5 November 2012

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Outstanding	1
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

- Children who have special educational needs (SEN) and/or disabilities are supported effectively. Staff ensure their care and learning is tailored to their individual needs. This helps children to make good progress.
- Children's safety is central to everything staff do. Children and staff have good relationships with each other. Children seek reassurance from staff, who are quick to offer them their support. This promotes children's emotional well-being effectively.
- The manager and staff accurately identify priorities for improvements. They plan targets to improve outcomes for all children. For example, they have successfully used their evaluation of children's needs to offer opportunities for outside learning.

### It is not yet outstanding because:

- Staff do not always engage parents as effectively as possible to support their children's learning at home, to support continuity in their care and learning.
- At times, staff miss opportunities to further promote children's emerging physical skills.

## **What the setting needs to do to improve further**

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

- provide opportunities for parents to become more involved and help guide their children's learning at home
- enhance opportunities for children to further extend their emerging physical skills.

### **Inspection activities**

- The inspector sampled a range of documentation, including records of children's learning and staff suitability checks.
- The inspector had a tour of the premises. She observed the children taking part in activities and evaluated the impact this has on their learning.
- The inspector spoke with staff at convenient times during the inspection.
- The inspector carried out a joint observation with the manager.

### **Inspector**

Claire Boparai

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff team understand what to do if they have a concern about a child. They carry out daily checks of the premises to ensure that all areas used by the children are clean, safe and suitable. They monitor and deal with any accidents children have in a timely manner. This helps to identify and minimise any potential hazards, to promote children's safety. The manager uses efficient systems for the recruitment, induction and ongoing support of staff, to help ensure children are cared for by suitable adults. Following training, staff have increased their understanding of safeguarding matters, including how to protect children from extreme views.

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

The environment is exciting and stimulating. The rooms are welcoming and children can see and easily access a range of good-quality toys and activities. Staff use their good knowledge of children's specific needs and interests to plan activities and experiences that they know children will enjoy. Children are eager to take part and make good progress in their learning. Staff support children's coordination skills, such as when they use musical instruments. Staff interact purposefully with children. For example, they get down to the children's level and join in with their play, providing support when required. Children become engrossed in activities and concentrate well. For example, they enjoy listening to stories with puppets.

### Personal development, behaviour and welfare are good

Children make choices about where they play. The garden provides opportunities for children to explore and exercise throughout the day. Overall, staff work with parents well. For example, they gather important information from them when children start about their specific needs. This helps staff plan effectively to meet children's needs from the moment they start at the nursery. Staff have strong links with other professionals working with children, to help promote their welfare and learning. Staff are good role models. For instance, they teach children to take turns and share, and help them to understand boundaries. Children behave well.

### Outcomes for children are good

Children are well prepared for the next stages in their learning and school. Staff work with other professionals, such as speech and language therapists and occupational therapists, to help prepare children for transitions to new settings. Children are confident and enthusiastic about learning. They develop their attention, for example, as they wait to see what comes out next from the activity bucket. All children are making good progress in their learning and development.

## Setting details

<b>Unique reference number</b>	EY447516
<b>Local authority</b>	Wokingham
<b>Inspection number</b>	1120621
<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>	2 - 4
<b>Total number of places</b>	12
<b>Number of children on roll</b>	20
<b>Name of registered person</b>	Dingley Family and Specialist Early Years Centres
<b>Registered person unique reference number</b>	RP905480
<b>Date of previous inspection</b>	5 November 2012
<b>Telephone number</b>	0118 989 6979

Dingley Family & Specialist Early Years Centres (Wokingham Centre) registered in 2012 and is located at All Saints School in Wokingham, Berkshire. It provides places for children who have SEN, from birth to five years of age. The setting provides funded early education for children aged three and four years. It operates on Monday to Friday during term time only. Sessions are from 9.30am to 12.30pm. On Tuesday, sessions are from 9.30am to 2.30pm. Afternoon sessions are on Wednesday, Thursday and Friday from 1pm to 3.30pm. The setting employs 10 staff. Of these, nine hold relevant childcare qualifications ranging from level 2 to level 6.

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