

Camrose Early Years Centre

Camrose Centre, Streatfeild Road, NORTHAMPTON, NN5 7DE



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| Inspection date | 23 March 2018 |
| Previous inspection date | 21 August 2013 |

| The quality and standards of the early years provision | This inspection: | Outstanding | 1 |
|---|-------------------------|--------------------|----------|
| | Previous inspection: | Good | 2 |
| Effectiveness of the leadership and management | | Outstanding | 1 |
| Quality of teaching, learning and assessment | | Outstanding | 1 |
| Personal development, behaviour and welfare | | Outstanding | 1 |
| Outcomes for children | | Outstanding | 1 |

Summary of key findings for parents

This provision is outstanding

- Staff are highly effective in engaging parents in their children's learning and development. For example, staff offer parents training and a wealth of information to help them extend their children's communication and language and physical development skills at home.
- Staff place an extremely high priority on nurturing children's emotional well-being. They are very sensitive to babies' non-verbal communication, responding quickly to their needs. They carry out daily focused observations on children's levels of well-being and involvement to help enhance their enjoyment and engagement in activities.
- Staff meticulously plan the environment and activities around their comprehensive knowledge of children's abilities, skills and knowledge. This helps to ensure each child receives highly focused support.
- All children make excellent progress in relation to their starting points. For example, children with lower starting points in communication and language and physical development rapidly catch up.
- The leadership team regularly reviews staff practice and the provision to help implement a highly successful drive to improve outcomes for children. For example, they identified that speech is often an area where children benefit from additional support and as a result they have targeted staff training and developed expertise around this area.

What the setting needs to do to improve further

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

- consider even more ways to enhance staff's professional development to maintain the already excellent quality of teaching and practice.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning
- The inspector sampled a range of documentation, including staff suitability checks, children's observation, assessment and planning records and documentation linked to managing children's progress.
- The inspector spoke with members of staff and children at appropriate times during the inspection. She held meetings with the manager and nominated person.
- The inspector carried out a joint observations of staff practice and discussed monitoring and professional development with the manager and the nominated person.
- The inspector took into account the views of parents and carers spoken to on the day of the inspection.

Inspector

Victoria Weir

Inspection findings

Effectiveness of the leadership and management is outstanding

Safeguarding is effective. Staff have an excellent understanding about the procedures to follow if they have any child protection concerns. Managers have created a culture of vigilance and the designated safeguarding officer works extremely closely with other professionals to help ensure children's welfare. Incisive support for staff includes daily discussions, observations of staff practice and comprehensive inductions. Staff supervision is highly focused on helping key persons to support their key children to make the best progress they can. The manager's excellent tracking systems enables her to quickly address any gaps in children's learning. The management team recognises the importance of continuing to enhance staff skills and expertise even further.

Quality of teaching, learning and assessment is outstanding

Staff sharply focus their support on helping children gain the basic skills that will help robustly secure foundations for future learning. They make the most of all opportunities to help children gain excellent communication and language skills. Staff read to each child daily from specially selected books based on children's interest and precisely assessed levels of understanding. They identify specific words they want individual children to learn from daily-targeted activities. Staff enthusiastically encourage babies babbling and children delight in the warm, expert interactions with staff. Staff fully tailor the provision to make the most of children's interests and learning needs. For example, they notice when individual children who are learning to walk prefer to use one particular area of the room. Staff then maximise opportunities for children to gain walking skills in this area. Staff are highly skilled at helping children make links between their experiences and learning. For example, they expertly support toddler's early mathematical ideas around shape as they enjoy exploring vegetables. Staff encourage children to make potatoes and balls roll, and introduce the word 'round'. They later purposefully use and repeat this word in rhymes to help support children's understanding.

Personal development, behaviour and welfare are outstanding

Staff develop extremely positive relationships with parents and children. They use detailed, ongoing information sharing to masterfully tailor care for children. For example, staff establish times and details of children's last meal before they enter the setting to consider whether they may need a snack before they play. Staff make children's welfare central to all they do. They continually help children to practise their physical skills and enjoy fresh air. Staff maintain a very safe and hygienic environment for children.

Outcomes for children are outstanding

Children are independent, highly motivated and eager to explore. Children are well prepared for their move to the next stage in their learning. Assessment feedback shows that children who graduate to the on-site nursery school demonstrate very strong starting points and extremely positive attitudes to learning.

Setting details

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| Unique reference number | EY281304 |
| Local authority | Northamptonshire |
| Inspection number | 1064545 |
| Type of provision | Full-time provision |
| Day care type | Childcare - Non-Domestic |
| Registers | Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register |
| Age range of children | 0 - 2 |
| Total number of places | 12 |
| Number of children on roll | 17 |
| Name of registered person | Northamptonshire County Council |
| Registered person unique reference number | RP911258 |
| Date of previous inspection | 21 August 2013 |
| Telephone number | 01604 585219 |

Camrose Early Years Centre registered in 2004. It is located in the Spencer Ward area of Northampton. The provision shares premises with the local authority nursery school. The provision takes children aged between birth and 2 years old and operates from 8am to 6pm, Monday to Friday for 50 weeks of the year. The provision employs 6 members of childcare staff, all of whom hold appropriate early years qualifications at level 2 and above.

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