

# The Family Centre

Mardon Hill, Exeter, EX4 4TH



## Inspection date

22 May 2018

Previous inspection date

17 February 2015

The quality and standards of the early years provision	This inspection:	Good	2
	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

- The provider and manager continually reflect and evaluate their provision, seeking parents' and staff's views. They use their self-evaluation effectively to identify staff's professional development needs and to make ongoing improvements to ensure good outcomes for children.
- Staff provide effective support for children to develop positive relationships and to learn to manage their behaviour. For example, staff helped older children to consider how knocking down their friends' skittles would make them feel and what they could do about it. The children then stood them back up to make their peers feel happy again.
- Children are confident communicators, including those who are learning English as an additional language. Staff respond well to babies' babblings, engage toddlers in developing their sentences and help older children to extend their vocabulary.
- Staff make regular observations of children's development and know the children well. They use this information successfully to plan challenging activities. Parents confirm that staff keep them well informed of their children's development and next stages of learning, to help them support their children at home. All children make good progress.

### It is not yet outstanding because:

- Staff do not consistently enable older children to lead discussions and to find out what they want to know.
- Staff do not gain extensive information from parents on children's development before they start attending, to be able to plan even more effectively for children from the start.

## What the setting needs to do to improve further

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

- help older children to lead discussions and find out what they want to know
- extend the information gained from parents about children's starting points, to plan even more effectively as soon as children start attending.

### Inspection activities

- The inspector observed activities and the quality of teaching indoors and outdoors.
- The inspector spoke with staff and parents, and took account of the provider's improvement plans.
- The inspector held a meeting with the nominated individual and the manager, and carried out a joint observation.
- The inspector checked safeguarding information and the safety of the premises.
- The inspector sampled documentation, including policies and procedures, staff records, children's development records and planning.

### Inspector

Elaine Douglas

## Inspection findings

### Effectiveness of the leadership and management is good

Safeguarding is effective. The manager and staff have a strong knowledge of their responsibilities and know whom to contact if they have a concern about a child's welfare. There are good recruitment and induction procedures, to ensure staff are suitable and have the skills needed to implement the policies and procedures consistently. The manager carefully monitors children's development to close any gaps in their learning and to ensure consistency in the quality of teaching. For example, she observes staff's practice regularly and feeds back to them to ensure children have good learning experiences. Staff have regular training to enhance their skills, such as focusing on helping children to develop the characteristics of effective learners.

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

Staff notice what interests the children and use this well to move their learning on. For example, when mobile babies enjoyed throwing a soft block around, staff took them outside with balls to kick and chase. Older children's interest in plants led to them planting flowers, learning their names, understanding how they use their roots to drink water and grow, and how they will decay. Staff give children clear instructions and help them to practise new skills. They provide good support for children's mathematical development. For example, staff helped older children to count and to order numbers and recognise which one was missing. Children found the correct numeral to add to the line. They know the total when adding one more or taking one away.

### Personal development, behaviour and welfare are good

Staff place a strong emphasis on children's well-being and meet their physical and emotional needs really well. Children settle quickly and parents confirm that when their children are ready to move to the next room staff provide sensitive support, according to the children's individual needs. All children develop a good understanding of healthy practices. For instance, even the youngest children clean their teeth and wash their hands and face after lunch. Older children help with preparing and serving the nutritious snacks and meals. Children have extensive opportunities to develop their physical skills, indoors and outdoors. For example, older children visit the forest, climb trees and build dens. Toddlers practise their control and coordination skills on climbing and balancing equipment, and babies explore safely.

### Outcomes for children are good

Children are confident and motivated learners. They gain good skills that prepare them well for their next stage of learning and eventual move on to school. Babies and toddlers are inquisitive and enjoy exploring. They engage fully during stories. Older children practise their early writing skills and write recognisable letters. Children are independent learners, have inquisitive minds and enjoy experimenting. For example, they discover that water runs downhill and can wash away chalk marks. They suggest that when the water goes down the drain it will eventually get to the sea. Children manage their self-care well, make choices and develop a positive awareness of each other's differences.

## Setting details

<b>Unique reference number</b>	105920
<b>Local authority</b>	Devon
<b>Inspection number</b>	1088967
<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>	0 - 4
<b>Total number of places</b>	50
<b>Number of children on roll</b>	83
<b>Name of registered person</b>	University of Exeter
<b>Registered person unique reference number</b>	RP902501
<b>Date of previous inspection</b>	17 February 2015
<b>Telephone number</b>	01392 725416

The Family Centre was established in 1973. It operates from a purpose-built building situated on the University of Exeter campus. The centre operates for 46 weeks a year, opening Monday to Friday from 8.15am to 5.45pm. There are 21 members of staff employed to work directly with children. Of these, one holds qualified teacher status, two hold an early years qualification at degree level, two hold qualifications at foundation degree level, and 16 staff hold an early years qualification at level 3. The centre receives funding to provide free early education for children aged two, three and four years.

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 2018

