

# Yew Tree Road Children's Centre Early Years Service



St. Marys C of E Combined School, Yew Tree Road, SLOUGH SL1 2AR

<b>Inspection date</b>	4 February 2019
Previous inspection date	Not applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Not applicable	
Effectiveness of 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 setting is well managed by a committed, knowledgeable and experienced team, who effectively supports good outcomes for children.
- Staff safeguard children effectively. They have a secure knowledge of how to protect children and maintain their safety at all times.
- Children form secure attachments to caring staff. This helps their emotional development and means they play and explore with a great deal of confidence. Staff liaise well with other professionals. This supports children with special educational needs and/or disabilities. This means that children are given the support they need, as early as possible, to maximise their learning potential.
- Leaders use self-evaluation effectively and know how they want to make ongoing improvements in the future. Staff continue to plan targeted improvements to the setting. For example, they have reorganised the layout and resources in the room to enhance children's learning experiences.
- Leaders and staff have developed close links with local schools. This helps to ensure that children's achievements are shared effectively.
- Staff frequently stop the children's play and do not organise daily routines to make the best of opportunities to support continuity in their learning.
- Staff do not obtain precise information from parents about what children already know and can do when they first start, to help them fully plan their learning from the outset.

## What the setting needs to do to improve further

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

- review the organisation of some daily routines, to help reduce waiting times before children can engage in their chosen learning
- gather more precise information from parents when children first start and consider prior achievements and development fully when assessing their starting points to inform future planning.

### Inspection activities

- The inspector observed activities in the main base room and garden.
- The inspector carried out a joint observation with the manager and checked evidence of the suitability and qualifications of staff working with children.
- The inspector looked at relevant documentation, including planning and a selection of the setting's policies and children's records.
- The inspector held meetings with the manager and deputy manager. She spoke with staff and children at appropriate times throughout the inspection.
- The inspector took account of the views of parents spoken to during the inspection.

### Inspector

Anneliese Fox-Jones

## Inspection findings

### Effectiveness of leadership and management is good

Safeguarding is effective. Staff supervise the children well and maintain a safe environment. They are confident in their understanding of the signs and symptoms which may give them cause for concern about a child's welfare. Staff have completed training updates about how to identify any children who may be at risk of exposure to extreme ideas or behaviours. Staff recruitment procedures are robust to help ensure that staff are suitable to work with children. The manager and staff consistently reflect on the quality of their own practice and the environment. They have used additional funding to improve the garden, making better use of the space to support children's learning further. Regular supervisory sessions help to ensure that all staff are fully supported in their professional development. Staff attend relevant training to help improve outcomes for children. For example, recent training on linking letters and their sounds has increased staff's teaching skills effectively in this area.

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

Staff assess children's development closely and plan precise next steps in learning for each child. Leaders effectively monitor the progress that all children make, including different groups such as boys and girls. They make positive changes to help close any potential gaps. Staff have a good understanding of how children learn and what interests them. For example, children enjoy listening to their story of the week. Staff effectively use props as they explore the story of the 'Gingerbread Man'. As they read, staff encourage children to talk about what might happen next. Staff join in well with children's play and encourage their imaginary play successfully. For instance, as children excitedly act out their story, staff encourage them to 'run, run as fast as they can', as they remember what the characters say and do.

### Personal development, behaviour and welfare are good

Staff are friendly and nurturing, and children form close relationships with them. The outdoor area is well planned, and children enjoy their time playing and exploring. Children excitedly use their good imaginations freely as they play in the mud kitchen, such as pretending to cook. Children behave well. Staff encourage them to understand the rules and expectations of the setting. They praise them for their efforts. As a result, children develop effective social skills and enjoy being with each other. Staff offer children plentiful opportunities to do things for themselves. This means that children are becoming independent and have a can-do attitude in their play. Children have a good understanding of what makes them the same and different to each other, and they learn to celebrate and praise diversity.

### Outcomes for children are good

Children's literacy skills are promoted well. Younger children are encouraged to learn the names of objects. Older children enjoy sharing stories as a group and are motivated to talk about what they see and hear. All children are becoming increasingly independent. They make good progress in their learning and development in relation to their starting points. Staff are preparing children well for their next stage in learning and their eventual move on to school.

## Setting details

<b>Unique reference number</b>	EY541762
<b>Local authority</b>	Slough
<b>Inspection number</b>	10079864
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	2 - 4
<b>Total number of places</b>	16
<b>Number of children on roll</b>	28
<b>Name of registered person</b>	Slough Borough Council
<b>Registered person unique reference number</b>	RP541754
<b>Date of previous inspection</b>	Not applicable
<b>Telephone number</b>	01753 527571

Yew Tree Road Children's Centre Early Years Service registered in 2016. It is linked to St Mary's C of E School in Slough. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. It is open on Monday, Wednesday, Thursday and Friday, term time only. Session times are from 8.45am until 4.15pm. There are five members of staff who work with the children, all of whom are qualified at level 3 to level 6.

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.ofsted.gov.uk](http://www.ofsted.gov.uk). 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 and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, 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 1231, 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 monthly newsletter for more information and updates: [www.ofsted.gov.uk/user](http://www.ofsted.gov.uk/user).

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

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

