

Romsey Close Children's Centre Early Years Service



Marish Primary School, Slough SL3 8PE

Inspection date	4 February 2019
Previous inspection date	Not applicable

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

- Staff have developed strong partnerships with parents. They provide parents with good information about their children's care and development and offer good advice and support. For example, they signpost parents to useful clinics at the centre and offer workshops on matters such as toilet training.
- Staff provide good support for children with special educational needs and/or disabilities (SEND) and those who speak English as an additional language. They offer children one-to-one care where needed and use sign language, which is implemented with all children, to help develop their communication skills.
- The setting's developing use of the new monitoring and assessment system is having a positive impact on children's outcomes. The manager and staff quickly identify any gaps in children's learning and take prompt action to address these. All children are making good progress in their development.
- Staff are kind and caring. They are good role models and encourage children to play well together and be independent.
- Staff place a high priority on ensuring children's health and safety. They implement very robust procedures to help ensure that the needs of children with allergies and/or special dietary requirements are met.
- At times, staff do not organise routine sessions effectively, such as mealtimes, to prevent some children from having to wait too long for their food.
- Staff do not always use their good teaching skills and the resources they have available to extend children's learning as much as possible.

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 daily routines to avoid children having to wait too long or becoming frustrated, particularly during mealtimes
- review the use of resources on offer to children to enhance their purposeful play and help them to maximise their learning.

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 spoke with the staff and children at appropriate times during the inspection.
- The inspector completed a joint observation of an activity with the deputy manager.
- The inspector held a meeting with members of the management team. She sampled various documents, including children's online learning records and evidence of the suitability of adults working in the setting.
- The inspector spoke to some parents and took account of their views.

Inspector

Nicky Hill

Inspection findings

Effectiveness of leadership and management is good

Safeguarding is effective. All staff undertake safeguarding, first aid and food hygiene training as soon as they join the setting. They understand their child protection responsibilities and know how to identify and report any concerns about a child's welfare. The management team is passionate about driving quality and implements secure systems for identifying the strengths of the setting and areas to improve. The management team monitors staff teaching well and supports staff to attend any relevant professional development opportunities that will have a positive impact on children. For example, staff attended training on mathematics, as a result of the effective tracking system which identified a gap in this area of learning. Staff feel well supported and they work hard to meet the needs of the children in their care.

Quality of teaching, learning and assessment is good

Staff complete regular and careful assessments of children's progress in the setting. They have a secure knowledge of how young children learn and make good use of planned and spontaneous opportunities. For example, they choose a favourite book of the week and weave the story into many of the activities on offer. After introducing the story of 'The Three Little Pigs', staff encourage children to build models out of bricks, sticks and straw and talk about whether they can blow them down. At the craft table, children have fun dripping paint onto paper and blowing through a straw to create different patterns. In the baby room, staff allow children plenty of time to explore their environment and provide a lovely range of sensory resources, inside and outside. Children's communication and language is particularly well supported by staff across the provision. Staff offer parents good opportunities to be involved in their children's learning. For example, they invite parents into the setting to talk to the children about their jobs and festivals they are celebrating at home.

Personal development, behaviour and welfare are good

Staff greet children warmly as they enter the setting. They have developed a strong key-person system, which helps children to build secure relationships with them. Staff promote positive behaviour and give children lots of praise, which helps to raise their self-esteem. Health and hygiene is very well promoted by staff. For example, babies and older children have access to outdoors for most of the day and staff support them to brush their teeth after eating. In the main room, staff have also set up a 'wipe your nose' station to help the children learn how to do this hygienically. Staff monitor sleeping babies closely and encourage them to feed themselves, developing their independence.

Outcomes for children are good

Staff implement effective strategies to help children develop their attention spans and build their vocabulary. Older children develop good mathematical language as they measure masking tape to create roads on the floor and staff sing to babies as they play. All children, including those with SEND, those for whom the setting receives additional funding and those who speak English as an additional language are making good progress relative to their starting points. They are learning the key skills they need for the next stage in their learning.

Setting details

Unique reference number	EY541758
Local authority	Slough
Inspection number	10079861
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children	0 - 7
Total number of places	36
Number of children on roll	74
Name of registered person	Slough Borough Council
Registered person unique reference number	RP541754
Date of previous inspection	Not applicable
Telephone number	01753 540797

Romsey Close Children's Centre Early Years Service opened in 2007 and re-registered in 2016. It is housed in Romsey Close Children's Centre in Slough. The setting is open Monday to Friday, from 8am to 6pm, for most of the year. It is in receipt of funding for the provision of free early education for children aged two, three and four years. The setting also offers before, after-school and holiday care. A total of 12 childcare staff work at the setting, the majority of whom hold level 3 qualifications. The manager holds a degree in early years.

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