

St Andrew's Way Children's Centre Early Years Service

Cippenham Nursery School, Slough SL1 5NL



Inspection date	12 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		Outstanding	1
Outcomes for children		Good	2

Summary of key findings for parents

This provision is good

- Children thoroughly enjoy their play outside with well-planned resources. For example, they effectively develop their balance and coordination as they walk across crates and tunnels.
- Managers are reflective and continuously look at how they can improve the service offered to children and their families. Newsletters and resources are shared with parents. This supports them to continue their children's language development at home.
- Excellent programmes support children with their health and well-being. For example, an oral health scheme supports children each day to learn how to care for their teeth. The manager actively shares the success of these programmes with other settings and works extremely closely with a wide range of health care advisers.
- Children and families are supported by a wide range of professionals at the centre. This helps children who speak English as an additional language to quickly catch up with their communication skills and be ready for the next stages in their learning.
- Staff plan lots of fun activities exploring technology. For example, children use cameras and remote-controlled beetles as staff support them to learn how these work and take pictures of activities they enjoy.
- Although leaders have put strategies in place to help raise teaching to the highest levels, these are not yet fully embedded in practice.
- At times, staff do not recognise some opportunities to extend children's early interest in numbers and counting.

What the setting needs to do to improve further

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

- enhance support for staff's ongoing professional development, to help deliver teaching to children at the highest levels
- extend children's learning about early mathematics to support their understanding of counting and numbers further.

Inspection activities

- The inspector observed staff's teaching and the impact this had on children's learning both indoors and outdoors.
- The inspector carried out a joint observation with the manager.
- The inspector assessed staff's understanding of how to keep children safe.
- The inspector took account of the views of parents spoken to on the day of inspection.
- The inspector sampled paperwork, including evidence of staff qualifications and suitability, children's records, policies and self-evaluation.

Inspector

Charlotte Foster

Inspection findings

Effectiveness of leadership and management is good

Members of the management team are highly experienced and committed to ensuring equal opportunities for every child who attends the setting. The whole team effectively supports many vulnerable children and families with a wide range of needs. New systems have recently been developed to monitor children's progress in more detail. The manager regularly compares the progress of different groups of children, and swiftly identifies areas where they need further support to close gaps in their learning. Regular supervision and support are offered to staff, encouraging them to develop their knowledge and skills through a wide range of training opportunities. Safeguarding is effective. Staff have developed their knowledge of a wide range of indicators that may suggest children are at risk of harm. Parents report their children are well cared for and feel safe. Recruitment and induction systems are robust. They ensure staff are suitable and have excellent knowledge to support children's emotional well-being.

Quality of teaching, learning and assessment is good

Children spend a large proportion of their time playing and learning in the outdoor area. The setting has worked in partnership with professionals to make this area more conducive to language development. Children have good opportunities to be creative and explore different media and materials in the garden. For example, they dance to music as they play with dough and exercise the small muscles in their hands. This helps prepare them for making marks with pens and supports their early literacy development well. Children effectively develop their imaginative play, for example when they sail in a boat and make 'oars' and 'telescopes' from different materials. Children enjoy listening to stories every session and discussing the characters, such as fish under the sea. Staff encourage parents to come to the setting and read books in their home language. This supports children to learn about the wide range of cultures in their community.

Personal development, behaviour and welfare are outstanding

Staff know children and families extremely well. They offer excellent levels of affection and support to children starting at the setting, who settle very quickly. Staff have recently completed training to help them de-escalate any incidences of challenging behaviour. They report that this has been highly effective in helping children who need extra support with their behaviour. Children demonstrate high levels of self-confidence and consideration to one another. They have formed very close bonds with staff, who are extremely responsive to their needs. The setting has very strong systems in place to support children as they move to nursery and school. Most children transfer to schools on the same site. They enjoy many transition visits which help to familiarise them with their new settings. Children develop their independence skills extremely well. Even the youngest children select their snacks, clear away and mix their own paints.

Outcomes for children are good

Children learn to recognise their names and develop good listening skills. For example, they enjoy 'listening walks' where they learn new vocabulary for sounds such as animal noises. Children, including those who speak English as an additional language and those with special educational needs, make good progress from their starting points.

Setting details

Unique reference number	EY541759
Local authority	Slough
Inspection number	10079862
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	2 - 3
Total number of places	20
Number of children on roll	36
Name of registered person	Slough Borough Council
Registered person unique reference number	RP541754
Date of previous inspection	Not applicable
Telephone number	01628 559085

St Andrew's Way Children's Centre Early Years Service registered in 2016 and is located on the site of Cippenham Nursery School in Slough. The centre is open Monday to Thursday from 8.45am to 4.15pm, during term time only. It receives funding for free early years education for children aged two, three and four years. There are four staff who work directly with the children, including the manager. All have relevant early years childcare qualifications at levels 3, 5 and 6.

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