

# Vicarage Way Children's Centre Early Years Service

Vicarage Way, Colnbrook SL3 0JY



<b>Inspection date</b>	14 March 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		Outstanding	1
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

- Staff use and implement the provider's robust risk assessments, policies and procedures to help ensure children's health, safety and well-being. Staff are extremely proactive in supporting how children develop their own safety awareness. For example, they help children use pictorial risk assessments to monitor safety outdoors.
- Enthusiastic staff know the children very well. They have an excellent understanding of children's starting points gained through home visits, discussions with parents and initial observations. Overall, staff demonstrate strong teaching skills. Children's early literacy and mathematical skills are embedded very well. Children make good progress.
- Senior staff are exceptionally vigilant to help ensure children's well-being is actively promoted. For example, following the release of local authority data, staff have been extremely proactive in implementing practice to positively address poor outcomes for children in relation to obesity, healthy eating and oral health. Staff work incredibly well to support awareness in parents and children, to improve outcomes for all children.
- Staff are extremely confident to make interventions as needed. They act promptly on any gaps in achievement for children requiring additional support and those in receipt of additional funding. This includes providing additional training for staff to enhance their skills and knowledge to address these gaps and ensure they are closing.
- Children demonstrate exceptional behaviour. They show respect, thoughtfulness and consideration to others. For example, they implement using the timer as they negotiate taking turns to share newly purchased resources that they are all very interested in.
- Sometimes, staff do not optimise learning enough to provide children with even more time to think independently and consider their own ideas, when learning new things.

## What the setting needs to do to improve further

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

- enhance staff teaching skills even further to build on the ways they help children to investigate, problem solve and explore their own ideas and thoughts.

### Inspection activities

- The inspector observed staff interactions with children during activities indoors and outdoors.
- The inspector completed a joint observation of an activity with the manager. They discussed how staff plan for children's learning and the support staff are given to develop their practice.
- The inspector spoke with children, parents and staff.
- The inspector met with the provider and his senior team. They discussed how staff evaluate their practice and develop their skills and knowledge.
- The inspector sampled the provider's documentation and children's records.

**Inspector**  
Aileen Finan

## Inspection findings

### Effectiveness of leadership and management is outstanding

The provider uses robust procedures for the recruitment of staff. Rigorous supervision and a high focus to enhance staff skills, such as through targeted training, have been very successful. This has resulted in rapidly improving teaching. Confident staff speak passionately about their improved knowledge. They state, for example, that guiding children's awareness of sounds and letters to promote their speaking and listening skills has made vast improvements to children's communication. Safeguarding is effective. Staff have excellent partnerships with other agencies to safeguard children. All staff have a secure knowledge of safeguarding matters. Staff evaluate the provision extremely well. For example, recent refurbishments of the outdoor environment have enhanced children's learning outcomes incredibly well. This has been extremely beneficial, particularly for those with more-limited opportunities to be outdoors when away from the setting. Highly effective partnerships with parents that include home-learning packs with resources further complement children's excellent opportunities for school readiness.

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

Staff have high expectations for children and plan extremely well to meet their individual needs. Staff place a high emphasis on developing children's mathematical reasoning. For example, children test how much water can fit into different-sized containers. Staff help children to recognise numbers. For instance, children learn to write numbers and confidently draw the correct number of corresponding circles to put these numbers into context. Most-able children identify larger numbers, such as '100', as they fill water to the corresponding level in the syringe. Staff make regular, focused observations of children's achievements. They use effective systems to monitor the quality of children's learning to help ensure that all children make progress in line with their potential.

### Personal development, behaviour and welfare are outstanding

Staff offer an extremely stimulating and interesting environment. Children are highly motivated to join in. Caring staff are exceptionally good at helping children develop high levels of independence. Children use a knife to carefully spread fillings into sandwiches. They confidently demonstrate the easiest way to put on their coat. Inspiring staff are extremely proactive in ensuring children's welfare. They actively support children's understanding of keeping themselves healthy, such as when talking about care routines at home as children play with dolls. Staff are exceptionally proactive in helping children understand their own learning. For example, they praise children as they award 'fantastic achievement' stickers and explain the achievement in terms that children can understand. As a result, children show high levels of confidence in their own abilities.

### Outcomes for children are good

Children develop a broad range of skills to support the next stages of their learning. They use writing materials and cut out stamps prior to posting their letters as they explore the role-play post office. Children thoroughly enjoy junk-modelling activities, recreating different types of house as they recall the story of 'The Three Little Pigs'. They confidently recite repetitive phrases to demonstrate their comprehension of the story. Children explore with paints, mixing colours to make new ones.

## Setting details

<b>Unique reference number</b>	EY541760
<b>Local authority</b>	Slough
<b>Inspection number</b>	10079863
<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 684455

Vicarage Way Children's Centre Early Years Service re-registered in 2016. It operates from the children's centre in Colnbrook, Slough. The centre has four staff, all of whom hold recognised childcare qualifications. The centre is in receipt of free early years funding for children age two, three and four years. The centre is open Monday, Tuesday, Thursday and Friday from 8.45am to 12.30pm and 12.30pm to 4.15pm.

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