

# Surestart - Where Kids Come First



The Ockenden Children's Centre, 2a Afton Drive, SOUTH OCKENDON, Essex RM15 5PA

<b>Inspection date</b>	17 July 2019
Previous inspection date	22 January 2015

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	<b>Good</b>	<b>2</b>
	Previous inspection:	Good	2
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 plan active and imaginative activities to engage children's curiosity. They know the children well. Staff ensure that experiences broaden children's interests and encourage them to appreciate the natural and wider world.
- Children and toddlers have plenty of opportunities to play outside throughout the day. They show enthusiasm as they move independently between activities. Children also go on a variety of outings to enhance their learning. They visit the library bus to choose new books and join older residents in the community to share songs and stories.
- Staff work closely with outside agencies and local schools to ensure continuity in children's care and learning. Children with special educational needs and/or disabilities (SEND) and children who speak English as an additional language are supported well to develop and learn new skills.
- Staff are calm role models who promote positive attitudes and effective learning. Children and toddlers are cared for tenderly and with affection. They build a special bond with their key person to help them feel secure and settle quickly.
- Partnerships with parents are good. Staff share information about children's care and their achievements. Parents speak highly of the warm and welcoming staff. They say they appreciate the effective communication they receive about their child's day and how well they are prepared for starting school.
- Although staff have regular supervision meetings, the arrangements for monitoring staff performance are not successfully embedded in order to raise the quality of all staff's practice to the highest level.
- Occasionally, staff do not take the opportunity to encourage children to think for themselves, share their thoughts and develop their own ideas.

## What the setting needs to do to improve further

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

- strengthen the monitoring of staff performance even further to ensure that all staff raise the quality of their practice effectively
- support staff to be more perceptive towards giving children more time to think for themselves, share their thoughts and develop their own ideas.

### 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 carried out a joint observation with the manager and viewed a sample of the children's development records.
- The inspector held discussions with the manager, staff and children at appropriate times during the inspection.
- The inspector reviewed evidence of the suitability and qualifications of the staff, self-evaluation, risk assessment and policies and procedures.
- The inspector took account of the views of parents spoken to on the day.

#### Inspector

Pat Champion

## Inspection findings

### Effectiveness of leadership and management is good

The arrangements for safeguarding are effective. Staff understand the role they play in keeping children safe from harm. They complete safeguarding training and understand the steps to take if they have a concern about a child's welfare. Staff hold first-aid certificates and know how to deal with minor injuries. They ensure that parents are informed about accidents on the day and they keep appropriate records. Risk assessments are carried out to ensure that children play in a safe environment. Staff are well aware of their duties each session and make good use of the regular meetings to reflect on planning and outcomes for each child. Well-targeted development plans are implemented to benefit children's care and learning. For example, there are exciting plans to improve the outdoor area. Additional funding is spent wisely to purchase resources and specifically target areas where children need the most support.

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

Staff are actively involved in children's play. They are patient and aim questions at each child's level of understanding. Children and toddlers really enjoy making their own decisions and show great pride in their achievements. Older children talk about what they are doing and animatedly recall previous learning experiences. All children have access to interesting sensory activities. For example, younger children explore as they paint with coloured ice cubes. Older children investigate shells from around the world and experiment when pouring water along chutes and tubes. Staff carry out observations of children as they play. This enables them to effectively assess and plan activities for children's individual interests. The progress of both individuals and groups of children are checked to ensure there are no gaps in learning and no child gets left behind.

### Personal development, behaviour and welfare are good

Children develop a good understanding of how to keep themselves safe. They know they need to wear sun hats and talk about why staff apply sun lotion before they play outside in hot weather. Children treat each other with respect. They are learning to accept the needs and feelings of others and are beginning to negotiate solutions to problems for themselves. Children use resources that encourage them to gain awareness of other people, cultures and communities beyond their own home experiences. Staff encourage children to understand the importance of living healthily. For example, they provide healthy meals and fruit-based snacks and discuss the benefits as children eat them.

### Outcomes for children are good

All children, including those who speak English as an additional language and those with SEND, make typical progress from their starting points. They are supported effectively in gaining important independence and self-care skills. Children confidently use numbers and sort items of different sizes and shapes. They listen to stories and look at books for pleasure. They enjoy rhyming words and begin to recognise and say the initial letter sounds of their names. Children are well prepared for their next stage in learning and for their eventual move to school.

## Setting details

<b>Unique reference number</b>	EY337731
<b>Local authority</b>	Thurrock
<b>Inspection number</b>	10106328
<b>Type of provision</b>	Childcare on non-domestic premises
<b>Registers</b>	Early Years Register, Compulsory Childcare Register
<b>Day care type</b>	Sessional day care
<b>Age range of children</b>	1 - 11
<b>Total number of places</b>	33
<b>Number of children on roll</b>	91
<b>Name of registered person</b>	Surestart - Where Kids Come First Committee
<b>Registered person unique reference number</b>	RP520615
<b>Date of previous inspection</b>	22 January 2015
<b>Telephone number</b>	01708 670011

Surestart - Where Kids Come First registered in 2006 and is run by a committee. The setting employs 14 members of childcare staff. Of these, seven staff hold appropriate early years qualifications at level 3 and three staff hold a qualification at level 2. The setting opens from Monday to Friday for 50 weeks of the year. Sessions are from 8am until 6pm. The setting provides funded early education for two-, three- and four-year-old children.

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