

# Inspection of Centre Place Family Centre Nursery

Estuary Housing Association, Centre Place, 15 Prospect Close, SOUTHEND-ON-SEA  
SS1 2JD

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Inspection date: 19 February 2020

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Overall effectiveness at previous inspection	Good

## What is it like to attend this early years setting?

### The provision is good

Children settle quickly on arrival, and older children immediately seek out their friends to share experiences with. They are happy and demonstrate confidence trying new activities. For example, children enthusiastically experiment with 'magic potions'. Babies and toddlers enjoy having the freedom to investigate. They enjoy making marks in sand and watch how the sand changes when water is added.

Children show a positive attitude towards learning and are extremely eager to explore the wide range of well-planned and interesting activities available to them. As a result, they spend significant amounts of time engaged in meaningful activities and show very good levels of concentration.

Children's individuality is at the heart of the nursery. Staff respect each child and their views. As a result, children are confident and appreciate each other's uniqueness. Extremely effective and bespoke settling-in procedures help children and families to feel confident and develop secure bonds with staff. Children play well together because they receive positive messages about the importance of taking turns and sharing. They benefit from the excellent opportunities to explore and celebrate their similarities and differences. For example, the 'awe and wonder' board helps children celebrate their individual characteristics and what makes them unique.

## What does the early years setting do well and what does it need to do better?

- The managers and the staff team have secure expectations for all children. Staff closely monitor children's progress and follow their emerging interests, including what they have been doing at home. Staff use this information to deliver a curriculum and a learning environment in which children flourish.
- Children's speech and language development is supported from the start through careful assessment. All children access a wide variety of books and stories, which they enjoy sharing with one another. Staff read stories in an animated and engaging fashion. They ask older children questions that help them to focus their attention and recall the sequence of the story.
- The wonderfully rich learning environment provides plenty of experiences, which the children readily take part in. Staff place a high priority on supporting children to develop their personal, social, emotional and physical development. This means that children acquire the skills, abilities and attitudes to prepare them for the next stage of their development or school.
- Managers actively seek and embrace the views of parents, staff and children to continually enhance the quality of the provision. Staff provide good support and guidance to parents, such as parenting advice and ideas on how they can help to promote their children's learning at home. Parents express high levels of

gratitude and appreciation. They state that, 'the staff and managers look after and support the whole family', and that 'they can see their child's improvement and happiness everyday.'

- Staff support children with special educational needs and/or disabilities well. They work closely with parents and health professionals to share information and identify tailored plans for children, with appropriate targets. Staff review children's progress regularly and promote good outcomes for children.
- Children benefit from the exciting and creative outdoor area. They develop their physical skills as they balance, jump and ride bicycles. However, there is scope to enhance the good outside environment to further stimulate children's growing understanding of literacy.
- Staff teach mathematics well. They engage children in problem-solving, comparing and counting objects as they play. For example, they discuss size and talk about capacity during water play. Staff have high expectations for children.
- Managers provide the qualified staff team with plenty of opportunities to develop their skills and extend their knowledge through training. Staff feel well supported in their roles. Managers have systems in place to coach and monitor staff practice through regular supervision. However, there is room to enhance these systems further to ensure that staff practice is of the highest possible level.

## Safeguarding

The arrangements for safeguarding are effective.

Staff have a good understanding of the procedures to follow if they have concerns regarding a child's welfare. They are regularly trained to ensure that their skills and knowledge are kept up to date, including with regard to the 'Prevent' duty and other relevant wider issues. Staff demonstrate a secure understanding of how to identify if a child is at risk of harm. They follow comprehensive procedures when recording accidents, including any pre-existing injuries. Staff are familiar with the whistle-blowing policy and the safeguarding procedures for reporting allegations. The manager is aware of local safeguarding issues and how to identify and follow procedures to support vulnerable children.

## What does the setting need to do to improve?

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

- consider ways to build on the current good practice outdoors to further inspire children's interest in literacy
- strengthen the systems in place for the monitoring and development of staff practice, to raise the quality of teaching so that it is of a consistently high quality.

## Setting details

<b>Unique reference number</b>	EY355643
<b>Local authority</b>	Southend-on-Sea
<b>Inspection number</b>	10069759
<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>	Full day care
<b>Age range of children</b>	0 to 7
<b>Total number of places</b>	80
<b>Number of children on roll</b>	96
<b>Name of registered person</b>	Estuary Housing Association Ltd
<b>Registered person unique reference number</b>	RP527017
<b>Telephone number</b>	01702 617 446
<b>Date of previous inspection</b>	30 October 2014

## Information about this early years setting

Centre Place Family Centre Nursery opened in 2008 in Southend-on-Sea, Essex. The nursery opens Monday to Friday from 8am to 6pm, for 50 weeks of the year. There are currently 18 staff working directly with the children. Of these, four hold an early years qualification at level 2, nine hold qualifications at level 3, and five hold qualifications at level 4 and above. The nursery receives funding for two-, three- and four-year-old children.

## Information about this inspection

**Inspector**  
Tina Mason

## Inspection activities

- The inspector carried out a learning walk with the manager and discussed how the curriculum is delivered.
- The inspector observed the quality of teaching during activities and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the manager.
- The inspector spoke with staff and children during the inspection.
- The inspector held a meeting with the nursery managers and looked at relevant documentation and evidence of the suitability of staff working at the pre-school.
- The inspector spoke to parents and took account of their views.

We carried out this inspection 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.

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