

Inspection of Camrose Early Years Centre

Camrose Centre, Streatfeild Road, NORTHAMPTON NN5 7DE

Inspection date: 6 March 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Outstanding
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What is it like to attend this early years setting?

The provision is good

The centre uniquely specialises in the care of children aged two years and under. Children are supported to develop close attachments with staff, helping them to feel secure in staff's care. This starts when staff visit children in their homes before they start attending. This helps children to get to know staff and for staff to find out about their interests. When children attend for settling-in sessions, staff provide toys that children are interested in, helping them to become familiar with the environment and to settle quickly. Children learn how to play games through repetition. For instance, children laugh with staff when they play peekaboo from behind a curtain. During a circle time activity, children are given scarves and anticipate what will happen, putting them on their heads and removing them quickly.

Children are supported to understand words that link to actions. For example, when children rock forwards and backwards and stamp their feet, staff sing a song about rocking and stamping. Babies are supported to develop their balance and coordination in preparation for walking. In the garden, staff give them equipment to push as they move their feet, staying close by to promote their safety. Indoors, staff hold out their hands to encourage children to walk towards them. When children begin to walk unaided, they receive praise and a cheer of excitement from staff, encouraging them to do this again.

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

- The management team and staff implement a curriculum that promotes the individual learning needs of the children and their interests. Through professional development opportunities, staff develop their knowledge of how to more precisely identify what children need to learn next and how they can support their progress.
- Staff are sensitive to babies' needs. For example, when children need to sleep, staff are aware of the routine they like to follow at home, so they can replicate this in the centre. When children wake from sleeping, staff sit with them and give children time to wake gradually.
- When staff change children's nappies, they ask children if they can do this first, showing them respect. Staff use this personal one-to-one time to provide a positive learning experience for children. For example, they sing songs to children, supporting their early speaking skills.
- Staff know the children very well. Overall, they support children well to have a sense of belonging in the centre. For example, some children are excited to show staff and visitors photos of people and pets that are familiar to them. However, staff do not offer these experiences to all children. Therefore, not all children are able to reflect on their unique family structure.

- Children with special educational needs and/or disabilities are supported well by staff and the management team. Targeted plans are put in place, in partnership with parents, to identify and implement strategies to support children to progress in their development. Staff gather pertinent information about children's health needs and put care plans in place. These are easily accessible for all adults who care for children, promoting children's health needs.
- Children who speak English as an additional language are supported with their language development. For example, staff gather key words in children's home language and use these, as well as English, to name objects, such as the fruit they are offered at snack time.
- Parents say that staff are very supportive and helpful. They appreciate the ideas staff give them to build on their children's learning at home. This includes reading stories to children and using simple words to support their understanding.
- Staff give children plenty of praise for their achievements. For example, when children tidy away toys, staff say 'good helping' and clap their hands. This helps to raise children's self-esteem and identify positive behaviours.
- Staff in the centre provide healthy cooked meals for children to promote a healthy diet. Children have access to drinking water to keep themselves hydrated. However, staff do not help children to develop an early understanding of oral health.
- Staff help children to develop a love of books. For instance, they sit with children and calmly read stories to them, pointing out different images and asking children to lift flaps on the pages. This helps to maintain children's attention and supports them to learn skills for the future.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- help staff to be consistent in supporting all children to reflect on their unique family structure
- strengthen the support staff give children to help them develop an early understanding of oral health.

Setting details

Unique reference number	EY281304
Local authority	West Northamptonshire
Inspection number	10307856
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 at time of inspection	0 to 2
Total number of places	9
Number of children on roll	13
Name of registered person	Northamptonshire County Council
Registered person unique reference number	RP911258
Telephone number	01604 585219
Date of previous inspection	23 March 2018

Information about this early years setting

Camrose Early Years Centre registered in 2004. It is situated in Camrose Nursery School Early Years Centre in Northampton and is independently run from the school. The centre employs five members of childcare staff. Of these, one holds an appropriate early years qualification at level 2, three hold level 3 qualifications and the manager has qualified teacher status. The centre opens from Monday to Friday, all year round. Sessions are from 8am until 6pm. The centre provides funded early education for two-year-old children.

Information about this inspection

Inspector

Hayley Ruane

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The provider and inspector completed a learning walk together of all areas of the centre and discussed how staff are supported to implement the curriculum.
- The inspector observed the quality of education during activities, indoors and outdoors, and assessed the impact this has on children's learning.
- Children interacted with the inspector throughout the inspection.
- The inspector spoke with staff at appropriate times throughout the inspection.
- The inspector carried out a joint observation with the line manager.
- The inspector held a meeting with the provider and line manager. She reviewed relevant documentation and evidence of the suitability of staff working in the centre.
- Parents shared their views on the centre with the inspector.

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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