

# Queen Victoria Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY363949
<b>Inspection date</b>	11/11/2010
<b>Inspector</b>	Janet Keeling

<b>Setting address</b>	Queen Victoria Children's Centre, School Street, Dudley, West Midlands, DY3 1HU
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<b>Type of setting</b>	Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Queen Victoria Children's Centre registered in 2007 and is run by a management committee. The Children's Centre provides creche facilities, wrap around provision for nursery children and out of school care. The setting operates from purpose built facilities attached to Queen Victoria Primary School in Sedgley, Dudley. All children share access to a secure enclosed outdoor play area. The setting serves children and families from the local and surrounding areas. A maximum of eight children under five years may attend the creche. A maximum of eight children from three to under eight years may attend the wrap around nursery whilst, a maximum of 24 children from three to under eight years may attend the out of school care. There are currently 65 children on roll, all of whom are within the early years age group. The setting receives funding for early years education. Children attend for a variety of sessions. The setting opens Monday to Friday from 8.00am to 6.00pm for 48 weeks a year.

The setting supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

There are ten members of staff who work directly with the children. Of these, nine members of staff are appropriately qualified in early years. One member of staff is currently working towards a National Vocational Qualification at level 2 in early years. The setting receives support from the local authority. The setting offers training for parents, family services and outreach support determined by local needs.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children are happy and settled at this very welcoming and vibrant setting. All children flourish as a result of the excellent support, care and dedication demonstrated by each member of the staff team. Staff have a comprehensive understanding of the Statutory Framework for the Early Years Foundation Stage, consequently, children make excellent progress in their learning and development. Staff offer a fully inclusive service, supporting all children to actively participate in activities which meet their individual interests and developmental needs.

Outstanding partnerships with parents and carers and other agencies ensure that each child's care and education is tailored to their individual needs. The setting is led and managed by an experienced, motivated and enthusiastic manager who demonstrates a dedicated approach towards sustained and continuous development of the setting.

## **What steps need to be taken to improve provision further?**

To further improve the early years provision the registered person should:

- improve risk assessments to ensure they cover anything with which a child may come into contact, this refers to children being able to access the rear of the early years building.

## **The effectiveness of leadership and management of the early years provision**

Good priority is given to safeguarding. Children are safeguarded by robust recruitment and vetting procedures, including effective procedures for the induction of new staff, students and volunteers. Staff have a very good understanding of child protection issues and are fully aware of the procedures to follow should they be concerned about a child in their care. Ongoing professional development is encouraged and staff hold good levels of qualifications and experience. All staff are very competent, demonstrate an excellent understanding of their roles and responsibilities and have a good understanding of health and safety issues. Detailed risk assessments are completed and cover the indoor and outdoor areas and outings. However, they do not cover everything that a child may come in contact with. This specifically relates to children being able to access the rear of the early years building which has not yet been fully assessed for potential risks to children. Staff routinely verify the identity of visitors to the setting and are vigilant about the safe arrival and collection of children. Written policies and procedures are in place. The deployment of resources is excellent. The environment both indoors and outdoors is inspiring, well organised and provides very good learning opportunities for all children. Staff are deployed effectively throughout the session ensuring that children's needs are fully supported. Positive outcomes for children are attributed to the good use of time, space and resources.

The manager and staff have a clear vision for the setting and demonstrate a strong commitment to further enhance the quality of the early years provision. For example, through the completion of their self-evaluation system and feedback from parent questionnaires they monitor the quality and standards at the setting. There is a pro-active and shared vision for inclusive practice, ensuring that every child can achieve as well as they can regardless of their background. All children are unquestionably included and integrated. Staff are dedicated to working with external agencies to support the inclusion of children with special educational needs and/or disabilities. Children's individual identities are nurtured and staff are dedicated to adapting the provision to meet the constant changing needs of the children who attend. Excellent links have been established with other early years professionals at the host school where regular meetings are held to ensure consistency of care and education for all children. The manager employs a whole group approach, and as a result, staff are passionate about their roles in raising standards for children and their families.

Staff demonstrate an exceptional commitment to working in partnership with parents and carers, consequently, these relationships are outstanding. Children benefit hugely from the warm and relaxed relationships that have been developed between their parents, carers and adults. Staff dedicate time getting to know

children and their families. For example, through the effective settling-in procedures that are flexible and tailored to meet each child's individual needs and specific requirements. Parents and carers access a wealth of information regarding the setting and also see many beautiful examples of their children's work attractively displayed. Parents say, they find staff approachable, caring and supportive and also comment that they are delighted with the care and learning opportunities that are provided for their children. Parents and carers are also encouraged to engage in the many courses that are held within the children's centre. For example, Baby Massage, Music Tots, Dads Zone and Coffee Mornings. The excellent 'key person' system, together with the pre-admission home visits, further enhances the outstanding practises at the setting.

## **The quality and standards of the early years provision and outcomes for children**

Children thrive in this vibrant, welcoming and child-centred environment. There is a true sense of belonging as children immerse themselves in their surroundings. Space, both indoors and outdoors is imaginatively organised allowing children to make choices about their own learning and play. Children respond to challenges with great enthusiasm and show good levels of independence, curiosity and imagination. They have opportunities to work independently and in small and large groups. Staff skilfully interact with the children, ask open-ended questions and support children as they play. On admission to the setting parents share information about their child with the child's key person, this information is used very well to support children's individual care and learning needs. Staff have an excellent understanding of children's individual needs as they observe and record information on a daily basis. Information gained is evaluated and used to inform future planning. All children have an individual learning book called 'I can do it' which contains both photographic and written information of a child's learning, achievements and records of children's own work. These books are shared regularly with parents who are able to take them home at any time.

Children make excellent progress towards the early learning goals as they relish an extensive range of first hand learning experiences. For example, there is great excitement as a group of children explore the 'pirate ship', they chat together about how it feels on the choppy water and about how they catch fish. Another group of children play happily in the sand pit, they skilfully dig with their spades and talk about how the sand gets heavier as the rain makes it wet. Children are developing a love for books as they freely access a range of interesting books and listen attentively at story time. There is great excitement as they listen to the story of 'Not Me'. For example, children chuckle with delight and interact with the reader, recalling past experiences. Children have many opportunities to develop their mark making skills as they freely access a wide range of media throughout all areas of the learning environment. A small group of children watch with amazement as they create beautiful pictures on the interactive white board. Once they have completed their picture they wait patiently at the photocopier to see it printed out. Children enjoy music as they join in with a range of songs and action rhymes. There is great fun and lots of enthusiasm as the children tunefully sing 'Wind The Bobbin Up' and 'Incy Wincey Spider'. Their creativity is fully supported

through an excellent range of role-play equipment, construction toys and access to a wide range of media, such as paint, water, glue and chalks. Children learn about their natural environment and about living things. For example, they regularly visit the rabbits and chickens which are located within the school grounds, feed the horses at the local park and go hunting for mini beasts. Children also enjoy planting vegetables such as tomatoes, onions and potatoes. They help to tend the crops each day and watch with delight as they grow. Once harvested they enjoy homemade soup at snack-time. Children benefit from planned outings to places such as, Chester Zoo, Ash End House Farm and Llandudno.

Children learn about how to stay safe as staff use everyday opportunities to reinforce their knowledge and understanding. For example, children regularly engage in emergency evacuation procedures and are gently reminded how to use equipment safely. They learn to negotiate, share toys, take turns with equipment and show consideration for others as they play together and as a result, their behaviour is excellent. Children are developing respect for themselves and others, their cultures and beliefs as they take part in celebrating birthdays and festivals such as Diwali, Christmas and Chinese New Year. They are successfully encouraged to develop their own personal hygiene skills, such as independent toileting and automatically washing their hands before snacks. They develop an understanding of healthy eating through activities and discussion with staff. Children enjoy a wide variety of fresh fruit at snack-time and have access to drinking water throughout the session. In addition, children know that exercise is good for them. For example, children relish daily outdoor play opportunities where they confidently negotiate steps, crawl through tunnels and competently balance on wooden beams. They learn about numbers as they enthusiastically engage in a game of hop-scotch. Children develop a true sense of responsibility as they help put away toys, confidently put on their coats and use the main school canteen at lunch time. Also, after each session children are encouraged to complete the 'Evaluation Board' which records their personal feelings about their time in the setting. For example, during the inspection children record their feelings by drawing a happy, smiley face. Children demonstrate that they are acquiring excellent skills that will help them in the future and prepare them for their transition into school.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met