

The Tudor Centre

Inspection report for early years provision

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| Unique reference number | 226900 |
| Inspection date | 16/06/2011 |
| Inspector | Kate Bryan |
| Setting address | The Tudor Centre, Bewcastle Grove, Mowmacre Hill, Leicester, Leicestershire, LE4 2JU |
| Telephone number | 0116 2211797 |
| Email | |
| Type of setting | 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

The Tudor Centre is one of several settings run by Leicester City Council. It operates from a single storey building with access to a small enclosed outdoor play area. The pre-school is open each weekday during term time from 9.15am to 12.15pm on Monday, Tuesday, Wednesday and Friday and from 12.30pm to 3.30pm on Thursday and from 1.00pm to 3.30pm on Tuesday and Wednesday. The out of school club runs from 3.15pm until 5.15pm on Monday and Tuesday during term time. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for 24 children under eight years. There are currently 57 children on roll, of whom 45 are in the early years age range. Children attend from the local community and the group has experience of supporting children with special educational needs and/or disabilities and children who speak English as an additional language.

The setting employs four staff, all of whom are qualified. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy being at the group and happily engage in a wide range of activities. Staff know the children well and work as an enthusiastic team to ensure their individual needs are met effectively. Excellent partnerships are in place with parents and staff work closely with others who deliver the Early Years Foundation Stage to children. Staff generally make good use of planning and assessment to ensure children have a good balance of activities in all areas of learning. All required policies and procedures are in place and are generally well used to underpin the management and operation of the group. Effective measures are in place to ensure the group is always developing and improving and self-evaluation is used well to reflect upon practice. All recommendations from the last inspection have been implemented.

What steps need to be taken to improve provision further?

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

- ensure there are links between children's starting points and the areas of learning so their achievements can be built upon
- improve systems so that staff understand they must declare all changes to circumstances which may affect their suitability to work with children.

The effectiveness of leadership and management of the early years provision

Staff have a good awareness of keeping children safe and all have undertaken training in this. A policy is in place which is shared with parents and this clearly details reporting procedures to safeguard children. Recruitment procedures are generally robust although, staff associations are not routinely checked to maximise this process. Staff and students who are not checked are never left alone with children.

A comprehensive risk assessment underpins safety measures in place at the group and daily checks ensure the environment is safe for children. The group is organised well to ensure children learn through play and to provide them with lots of choices. For example, some children enjoyed an adult-led activity of making a nursery rhyme figure whilst others were happily engaged in role play as doctors. The setting is welcoming with children's work displayed and this helps them to feel valued and raises their self-esteem well.

All staff members have been involved in self-evaluation and the group uses the 'Q' card system which helps them reflect on areas of their practice. Areas for development have been identified, such as allowing children more time to re-visit activities and these help to drive improvement.

A very comprehensive range of operational policies and procedures are in place and parents receive a 'Welcome Booklet' which contains information about the group and the areas of learning. Excellent opportunities are in place to involve parents in their children's learning and workshops have been organised so they can join in activities with their child. They also receive sheets of ideas to help them further enhance their children's learning at home. Parents spoken with expressed extremely positive comments about how their children love to attend the group and the information about their progress they receive. Highly innovative measures are also in place to involve parents in the group, for example, staff are proactive in gathering parent's ideas about topics and build these into planning. They also actively contribute to their children's learning as they take home books to read with them. Good systems are also developing to work with others who deliver the Early Years Foundation Stage to children so they receive a consistent and individual service.

The staff group are qualified and motivated and are extending their knowledge by undertaking a range of further training. This means children benefit as they are cared for by staff that are current with new practice and ideas.

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

Children behave well and are learning to consider each other as they use 'listening ears' and take turns to speak in the larger group. They negotiate their own space and around each other with care which means they learn in a safe environment

where they have fun.

Children have a secure understanding of good hygiene procedures and understand that if they do not wash their hands germs may make them ill. Children enjoy a good range of snacks and drinks and receive stickers when they try fruit that is new to them. They also grow lettuce which they eat which promotes their understanding of sustaining the environment and healthy options. Children enjoy making biscuits and chapattis which also helps to promote their knowledge of the wider world well and staff use these activities imaginatively to help children learn about weighing and measuring which helps to develop their problem solving skills. Children learn how to be safe because staff talk to them about hazards as they walk around the outside of the building. This means they understand about stranger danger and road safety which helps them to be responsible for their own safety well.

Staff have a good understanding of the Early Years Foundation Stage which helps them to progress children's individual learning. Planning covers all areas of learning and children are involved in this as they choose pictures of toys they want to play with. This helps to build their confidence well. 'Learning Journeys' contain good examples of children's achievements, such as artwork and these are given to parents when the child leaves the setting. However, children's progress may not be supported as well as possible as their starting points are not yet linked to the areas of learning.

Children have easy access to a wide range of interesting resources and these are ably supported by the use of recycled materials. Staff have worked hard to help children understand the importance of recycling and they also use a compost bin to maintain the environment. Children enjoy being outside and free-flow into the playground provides them with many opportunities for fresh air and exercise as they use ride on toys and run around. This area has raised flower beds where the children can look for bugs and mini beasts and this promotes their understanding of the natural world well.

Children are confident talkers and a good range of measures are used to promote this for all. For example, a pictorial timetable is in place and staff and children use Makaton, consequently, all children are effectively included in the group. This helps children to make choices such as, what song to sing at the end of the session. Children use their language skills well as they imagine being dolphins in the sea that are surrounded by sharks and this also encourages them to work together as they add to the story line. Good opportunities are in place to help children develop a strong sense of responsibility, for example, as they tidy away after activities. They also like to help each other and a child willingly helps another to put on shoes, consequently they are developing good personal skills for the future.

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

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

The effectiveness of leadership and management of the early years provision

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| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| 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 | 2 |
| The effectiveness of the setting's engagement with parents and carers | 1 |

The quality of the provision in the Early Years Foundation Stage

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| 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

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| 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 | 2 |
| The extent to which children develop skills for the future | 2 |

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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