

Queen Victoria Children's Centre

Queen Victoria Children's Centre, School Street, DUDLEY, West Midlands, DY3 1HU

Inspection date	05/02/2013
Previous inspection date	11/11/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
How well the early years provision meets the needs of the range of children who attend		1
The contribution of the early years provision to the well-being of children		1
The effectiveness of the leadership and management of the early years provision		1

The quality and standards of the early years provision

This provision is outstanding

- Outcomes are clearly attributed to the excellent use of available space, including the highly effective deployment of staff to help support the varying learning needs of the children.
- Children are extremely happy and comfortable in this fully inclusive environment. All children, including those with special educational needs and/or disabilities make significant progress from their starting points.
- Staff have an exceptional knowledge of each child's background, health, welfare and educational needs due to the excellent relationships established with other professionals involved with the children, in particular, the staff from the host school nursery and children's centre.
- Children display high levels of independence, curiosity, imagination and concentration due to the high quality resources, experiences and playful teaching, which motivates children to make significant gains in their play and learning.
- Highly successful partnerships developed with parents results in a holistic and tailored approach, which contributes significantly to the outstanding outcomes for children.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector observed activities in the playroom, school nursery, lunch hall and outdoor area.
- The inspector held meetings with the manager/registered person of the provision and spoke with children.
- The inspector looked at children's assessment records, planning documentation, evidence of suitability of practitioners working within the setting, the provider's self-evaluation, development plan and a range of other documentation.
- The inspector also took account the views parents spoken to on the day and information and feedback from parent questionnaires.

Inspector

Parm Sansoyer

Full Report

Information about the setting

Queen Victoria Children's Centre registered in 2007 and is run by a management committee. The setting provides creche facilities, wrap around provision for children attending Queen Victoria Primary School and other schools in the surrounding areas and a

holiday club. The setting operates from a room within the purpose-built Queen Victoria Children's Centre which is linked 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.

Currently there are 78 children on roll, of whom all are in the early years age range. The setting is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The setting is in receipt of funding for the provision of free early years education to children aged two years. The setting opens Monday to Friday, from 8am to 6pm, for 48 weeks a year. The setting supports children with special educational needs and/or disabilities.

There are five members of staff employed working directly with the children. Of these, two hold a qualification at level 6 in early years, one holds a qualification at level 4 in early years, one holds a qualification at level 3 in early years and the other is working towards a qualification at level 2 in early years. The setting receives support from the local authority.

What the setting needs to do to improve further

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

- enhance further the opportunities for children to recognise numerals and consider weight and measures through activities, such as in the sand, water and role play area.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Staff have an excellent knowledge and understanding of individual children, and as a result, their needs are extremely well met. Children with special educational needs and/or disabilities are extremely well supported through the staffs' exceptional liaison with parents and carers other professionals and agencies. Teaching is rooted in expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress. As a result, the routine of the day and experiences on offer provide a clear focus on fully extending children's communication and language and personal, social and emotional development. Consequently, children make significant progress from their starting points in these areas and are very well prepared for the next steps in their learning.

High quality resources, experiences and adult interventions offer rich, meaningful and enjoyable experiences for all children attending. Consequently, all children display high levels of curiosity, imagination and concentration in what is provided. Staff plan and deliver an excellent range of rich and stimulating experiences with a balance of child-initiated and adult-led activities.

Children's personal, social and emotional development is fostered exceptionally well. Children who are new or use the creche facility, occasionally, are supported extremely well to help them settle. Excellent staff deployment results in these children having one to one support to offer them reassurance and close contact to make them feel safe. Staff engage all children extremely well and they pay particular attention to babies and children with special educational needs and/or disabilities to ensure their emotional and care needs are met very well. Consequently, they have a sense of belonging, feel safe and have a sense of trust. Older children develop their confidence well as they busily move around their environment deciding what to do. They are involved, busy and occupied with the wide range of opportunities on offer to them, within this exciting and stimulating environment.

Children's communication and language is supported extremely well through purposeful play and interactions. Specific programmes for promoting the children's communication and language are used exceptionally well by the staff team and clearly evident in supporting the children's communication and language skills. Children have daily opportunities to initiate conversation and take account of what others say. For example, circle time, story sessions and discussions during play are extremely successful in encouraging children to speak about their ideas and thoughts. Staff place a clear emphasis on promoting new ideas, concepts and vocabulary during activities and ask challenging and open-ended questions to make them think. Babies enjoy being physically close, make eye contact and use their voice and touch to communicate with adults, who support this well. Children build excellent foundations for early literacy through making sense of visual signs and symbols and use an extensive range of opportunities to engage in making marks both indoors and outdoors. Daily story and singing sessions are warmly received by all the children, which are often linked to the topic to reinforce learning. Children develop a keen interest in books because staff are skilled in encouraging children to enjoy stories. For example, a variety of interesting books and story aids are used to capture the children's interest depending on their age and ability.

Staff place a clear emphasis on ensuring babies who are not mobile have a safe area to move, roll and stretch and encourage them very well to increase their physical skills. All children benefit from access to the outdoor area where they use a challenging range of large and small play equipment and increase their physical fitness and develop a positive attitude towards physical activity. More able and older children confidently use scissors, tools and construct complex models. For example, children in the role play area persevere as they use the Chinese chopsticks to pick up pretend food, in relation to the topic of Chinese New Year.

Children's mathematical learning is fostered well. Children have sufficient time, space and encouragement to discover and use new words and mathematical ideas, concepts and language. Children show a keen interest in counting, shape, pattern and size, such as when using games, puzzles, construction toys and threading laces. Meaningful first hand

experiences, such as baking activities offer children opportunities to count and consider, weight, measures and why things happen. Staff use the daily routine exceptionally well to encourage children to count and problem solve. However, opportunities for children to recognise numerals and consider weight and measures, such as in the sand, water and role play area, to further enhance opportunities have not been fully considered.

Children have excellent first hand experiences to learn about living things as they daily care for the school chickens and rabbits. They show a keen interest in the weather as they observe daily changes in the weather and changing seasons as they complete the weather board and consider what clothing is appropriate. Children's understanding of the world is extended well through meaningful experiences, such as following the life cycle of the butterfly and growing beans in relation to the topic of 'Tiaras and Turrets', which has led to children learning about castles. Staff place a real emphasis on children learning about their own and others cultures and beliefs. For example, staff provide opportunities for children to share and discuss and use a broad range of resources and experiences, which are creatively incorporated when celebrating various religious festivals. Children competently use programmable toys, discovery toys and use the mounted interactive board, to further enhance their learning and development.

Staff provide an excellent range of opportunities for children to explore and express their creativity. Children are provided with a wide range of exciting materials, resources and sensory experiences to enable them to explore colour, texture and space. For example, children busily create their collage pictures and others explore the glitter added to the water. Staff use these opportunities extremely well to increase the children's vocabulary as they encourage children to use their senses to explore. They have an interesting range of opportunities to share their thoughts, ideas and feelings through using a broad range of arts and crafts, musical instruments, small world toys and the role play area.

Staff demonstrate an exceptional commitment to working in partnership with parents and carers. Staff make time at the beginning and at the end of each session, so they are available to talk to parents and carers and update them about what their children have been doing and to pass any messages on from the school nursery. Parents spoken to on the day say they find this approach extremely valuable in keeping them informed. Highly successful strategies, such as initial home visits and a tailored induction and settling-in period, helps staff to really get to know the children, family and their circumstances. 'Focus days', which run every half term are well attended by parents and carers, they learn how to promote their children's development, such as extending their communication and language and physical development. The link of home and the setting is further enhanced by the popular 'Beau Bear' who is taken home and returned to the setting to encourage children to share what they have been doing at home.

The contribution of the early years provision to the well-being of children

The promotion of equality is at the heart of the setting's work with children, consequently, they are highly effective in ensuring that all children are well integrated. The highly embedded assigned key person system and the small nature of the group ensures sensitive staff have exceptional knowledge of each child's backgrounds, care and

educational needs. Staff make extremely effective use of the space they have to provide rich and meaningful experiences for children. Children's personal, social and emotional development and the extent to which they make a positive contribution are excellent. Creative strategies are used well to encourage children to contribute their ideas, choose and decision make. For example, at the end of each session children eagerly use the 'Evaluation Board' to record their feelings about the session. Behaviour is exemplary due to the staff's consistent approach.

Children have a secure understanding of how to stay safe and this is demonstrated well through their play and interactions. In addition topics covered, in the school nursery and in the children's centre, about safety are continued in the setting to reinforce the importance of keeping safe. For example, children learn about road safety through the use of a pretend zebra crossing and pedestrian lights. Staff are vigilant and give high regard to securing the children's safety and carry out daily safety checks of the environment both indoors and outside. All children benefit from the access to fresh air and the outdoor environment, which contributes significantly to their health and well-being. The outdoor area offers a wealth of experiences including opportunities to be physical and an excellent range of activities for children to engage in creative and purposeful play.

Children benefit from a healthy snack consisting of fresh fruit, milk and water. Children who stay for lunch have a choice of bringing a packed lunch or using the school canteen. Meals are freshly prepared on site are healthy, nutritious and extremely well enjoyed by the children. Children show a comprehensive understanding of making healthy choices and an understanding of the benefits of exercise as they discuss the importance of hand washing and healthy foods.

Children who attend the morning or afternoon school nursery on site benefit immensely from the wrap around care offered by the setting. This seamless transition is superbly supported by the exceptional liaison with nursery staff and the sharing of information about children's individual circumstances, care and educational needs. Staff continue the themes and topics covered in the nursery at the setting to help reinforce children's learning and ongoing communication ensures the service they provide complements the children's day at nursery extremely well. Children are also extremely well supported with effective liaison with other schools and settings that the children transfer to or attend.

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

The leadership and management team consists of the head teacher of the school and the manager of the setting who is also the manager for the children's centre. She is supported by her deputy of the children's centre to oversee the smooth running of the setting. The leadership team has a comprehensive understanding of the learning and development and safeguarding and welfare requirements. In addition the excellent links with the early years professionals in the school are pivotal to the success of the setting. The management team are exceptionally successful in ensuring the staff's monitoring of the educational programmes to ensure they are of high quality and challenge children's learning. High expectations and standards are embedded across all areas of practice with a clear and

achievable plan which is accurate, realistic and challenging. The management team provide high quality professional supervision, coaching and training opportunities for all staff to further raise their skills and qualifications.

Safeguarding arrangements are well embedded in all aspects of practice. Any concerns are prioritised and dealt with effectively in relation to child protection issues. All staff have a comprehensive awareness of safeguarding issues and how to implement the safeguarding policy and procedures. There are robust recruitment, vetting and induction procedures in place to ensure staff are suitable.

All parents and carers spoken to and parental satisfaction surveys clearly indicate that they are highly satisfied with service provided. They eagerly express the gains their children have made in their development, in particular, in their personal, social and emotional development and in their communication and language development. In addition they speak highly of the close working partnerships developed with the centre and school staff and other professionals to ensure they receive carefully tailored support to meet their needs. Highly effective partnerships between staff, parents, carers and their children means parents and carers are kept very well informed about the provision, activities and all aspects of their children's achievements.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an

acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.

Met The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.

Not Met The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted 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.

Setting details

Unique reference number	EY363949
Local authority	Dudley
Inspection number	863795
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	24
Number of children on roll	78
Name of provider	Queen Victoria Childrens Centre
Date of previous inspection	11/11/2010
Telephone number	01384 817490

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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