

Shoebury Children's Centre

Delaware Road, Shoeburyness, SOUTHEND-ON-SEA, SS3 9NS

Inspection date	16/07/2013
Previous inspection date	25/11/2010

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- The innovative outside environment provides excellent learning opportunities for all children and is very well supported by staff.
- Children are happy, motivated and eager to learn. They show good levels of curiosity and imagination and have formed good relationships with each other and staff.
- Staff have a good understanding of how children develop, they plan and provide challenging and enjoyable experiences for each child to learn and develop.
- A well-established key person system is in place, which supports staff relationships with children and families.
- The management team is effective, which supports the overall day to day running of the setting, while maintaining children's safety, experiences and developmental progress.

It is not yet outstanding because

- Children's independence is not always fully supported to allow them to access drinks of water at all times.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 took a tour of the premises led by the manager.
- The inspector observed the activities in the baby room, toddler rooms and pre-school room and outside in the garden.
- The inspector held meetings with the manager of the provision.
- The inspector held discussions with key persons.
The inspector looked at children's learning journals, planning documentation, evidence of suitability of staff working within the setting, the provider's self-evaluation documentation and a range of other documentation.
- The inspector also took account of the views of parents on the day of the inspection.

Inspector

Tina Mason

Full Report

Information about the setting

Shoebury Children's Centre is one of a chain of nurseries run by the Pre-School Learning Alliance. It was registered in 2005 and operates from five rooms within a purpose-built two storey premises. It is situated in a residential area within walking distance of schools and shops in Shoeburyness, Essex. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery serves the local community and surrounding areas. The nursery is accessible to all, including wheelchair users and there is an enclosed area available for outdoor play.

The nursery is open Monday to Friday, 8am to 6pm all year round except for bank holidays. There are currently 146 children in the early years age range on roll. The nursery provides funded early education for two-, three- and four-year-old children and offers care to children with special educational needs and/or disabilities. The setting receives support from the local authority. The nursery employs 24 staff, including a manager. Of these, 20 hold appropriate early years qualifications at level 3. 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:

- improve opportunities for younger children to develop their independence, for example, by accessing their own drinks of water throughout the day.

Inspection judgements

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

Children make good progress in their learning as they experience a wide range of exciting and stimulating activities, which meet their interests and developmental needs. The environment, alongside the range of resources, is thoughtfully laid out, which enables children to make full use of the available space and access a range of play experiences. This significantly promotes children's confidence and ability to make choices, and they take an active part in their play and learning experiences. Children are well supported by a dedicated staffing team, who are deployed well to offer support and guidance. This ensures that all children are consistently supported and challenged during their play and learning experiences. Staff show a very good understanding of the Statutory Framework for the Early Years Foundation Stage and of how young children learn through first hand experiences and play. Regular observations are carried out by the key persons to assess learning and progress, which are recorded in each child's learning journal. These are used

effectively to identify what each child needs to learn next and then this information is then used to plan activities to support further learning. Planning and assessment are monitored to make sure they are consistent, precise and display an accurate understanding of all children's skills, abilities and progress. The key person supports engagement with all parents who contribute to initial assessments of children's starting points on entry and to their two year assessment. Staff encourage parents to carry out home observations to add to their journals, which consolidates the links between the nursery and home. As a result, all children make good progress.

The opportunities for all children, irrespective of age, to have fresh air and exercise, are available throughout the day. The individual outdoor play areas are extremely well equipped and innovatively laid out. This successfully extends children's learning from indoors and encourages children to be active and full participants when playing outdoors. They develop their physical skills as they use equipment, such as climbing frames, bikes, cars and ball games. Their enjoyment of outdoors is further enhanced as they enjoy playing with sand, water, looking at books and using a range of construction resources. Younger children enjoy crawling through tunnels and using their walkers and rockers. These activities develop children's physical skills and encourage them to explore and be curious. Staff engage well with the children to inspire their learning and use effective questioning. Children participate in growing a large selection of fruits and vegetables as they explore where food comes from. Children develop their hand-to-eye coordination as they use tools and resources in the mud kitchen. Children enjoy making marks with paint brushes and pots of water. They wet the brushes and make marks on the fences, tables and floors in the garden area. Babies, with adult encouragement, shake rattles and squeeze textured toys. These activities encourage children's early counting skills, and their personal and social development. The use of the outdoor area gives opportunities for investigations of the natural world, for example, staff ensure children are provided with the resources to make a tepee tent. Streamers and windmills provide opportunities for them to investigate the effects of wind.

Children play with information and communication technology, including a computer and programmable and interactive toys. Staff use these opportunities to teach children and develop their understanding of mathematical ideas. Children are developing a love of books and enjoy sitting and 'reading' stories to each other and listening to stories. Children use their imagination as they enjoy role-play and express their creativity as they access a range of materials, such as boxes, fabrics and paper, to design and make models of their choice. Staff engage children in imaginative role-play based on their own first-hand experiences. For example, they act out everyday situations, developing language, social skills and sharing. Children also enjoy adapting this area into different role-play situations, such as a shoe shop, flower stall, hairdresser's and a building site, they are also provided with opportunities to dress up. This also promotes independence with dressing skills. Sensory play is an integral part of the educational programme for all children. Staff ensure children can explore painting with sponges, kneading glitter into play dough and splashing around in the paddling pool.

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

Children enjoy their time at the nursery. They run in happily as the dedicated and enthusiastic staff greet them and their parents on arrival. Staff know the children and their families extremely well, operating a key person system that helps to build close bonds that lead to trusting relationships. Children clearly feel secure and develop confidence as they approach visitors curiously to ask who they are, and what they are doing. Children quickly learn the routines of the nursery and enjoy easy access to a wide range of resources and activities. This means that they become, mostly, independent and make choices appropriate to their age and stage of development. Good procedures are in place to ensure children are supported and all relevant information is shared with the key persons and parents when children move up into a new age group, which supports secure transitions within the nursery.

Medical and health risk assessments carefully detail the health needs of children and all staff involved are made fully aware of children's individual needs and how to meet these. Procedures for the administration of any medicines required by children are rigorous and implemented well by staff. Any accidents or incidents involving children are clearly recorded and records shared with parents. Staff follow appropriate and hygienic procedures when changing children's nappies. Nappy changing areas are discreet to preserve dignity for children but always within sight or earshot of other staff to safeguard all involved.

Children show a good awareness about what constitutes a healthy lifestyle. Older and more able children are competent at managing their personal needs relative to their ages. They access the toilet, and wash their hands independently. Staff display good hygiene procedures as they use appropriate disposable clothing and gloves when nappy changing. Babies are cuddled and nurtured by sensitive staff, which enables them to progress in their learning and play. Staff follow parents' wishes regarding babies' feeding and sleeping routines. This promotes consistency of care between the nursery and home. Children enjoy the healthy snacks of fruit and cooked lunches because meals are freshly made and contain no added salt, sugar or preservatives. Staff dealing with food wear the appropriate clothing when doing so and hold relevant food hygiene safety certificates. All staff are made aware of children's individual dietary requirements to promote their well-being. The menu is displayed for the parents to view so they are aware of all foods their children will be offered. The nursery promotes healthy eating to children by displaying posters, having books freely available, and playing games about food. Children's understanding of healthy eating is further promoted as they are fully involved in growing fruits and vegetables in the garden, which is then prepared for children's lunches. Children display high levels of self-esteem and confidence. Most children can access the drinking water, which is available in all rooms. However, on occasions, some staff do not fully support younger children's independence in enabling them to freely access their own water. Consequently, children sometimes miss out on the opportunity to develop and reinforce these skills.

Staff are deployed well to meet children's needs and promote their positive behaviour. Staff are consistent and clear about behaviour that is acceptable. Relationships are strong at all levels and children are learning to respect and tolerate each other's differences.

Children's behaviour shows that they feel safe and secure in the setting. Staff quickly praise children for their achievements to raise their confidence and self-esteem. As a result of the consistent support and positive promotion of learning through play and enjoyment, children contribute well to their own learning and personal development. Children develop a good sense of how to keep themselves safe. They take part in an emergency evacuation drill and are aware of the safety measures needed when playing inside and outside. Children go out each day in the fresh air. They enjoy playing in the tepee and crawling through the tunnels. These activities promote their good health.

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

All staff have a good understanding of their responsibilities to ensure that the nursery meets the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They have effective strategies to monitor their implementation. There is a good overview of the curriculum through monitoring of the educational programmes. This means that a broad range of experiences help children progress to the early learning goals. These activities are based on a good, secure understanding of the areas of learning and how children learn. Arrangements for safeguarding children in the nursery are consistent and effective. Staff understand the child protection procedures and they know what to do if they are concerned about a child in their care. Clear policies and procedures are displayed and these are known and understood by all staff who have accessed appropriate safeguarding training. Staff are well deployed in the nursery and ratios are consistently met, they are very attentive when supervising activities and when children move around the nursery. Thorough risk assessments of all aspects of the nursery are in place, which promotes children's safety. Consequently, children play in a safe environment as staff understand their responsibilities. All legally required records are in place and well maintained, for example, records of complaints.

Space, time and resources are organised and used well to meet the needs of children. The nursery manager provides strong leadership to the staff team. They are well motivated and work together closely to provide a welcoming environment where children's welfare, and learning and development needs are effectively met. Self-evaluation procedures include views of all staff and parents, and give a clear appraisal of the setting's strengths and areas for improvement. Staff have opportunities for regular training and their practice benefits from good supervision and support from the management team. Induction procedures for new staff are clear and comprehensive, and ensure only suitable staff are employed. Yearly staff appraisals, regular supervision sessions and regular staff meetings identify training needs and ongoing development for staff, which are given high priority and appropriately addressed.

Partnership with parents, external agencies and other providers are well established and make a strong contribution to meeting children's needs. The entrance hall offers a good range of displays, information and resources for parents. Parents are highly appreciative of staff's work, praising the good communication they have and the regular information and

support they receive. Staff hold regular parent meetings, speak to parents daily and use the key person diary system to exchange information. The diary system is also used for daily information, such as children's food and drink intake, sleep times and activities. Parents are welcome, at any time, to view their child's files. This keeps parents fully informed about their children and what is happening at the nursery. Good communication with others involved in the children's care, such as childminders, health professionals and school staff, helps provide a consistent and shared approach to children's learning. This benefits children's move through the education system to school. In particular, staff have good procedures in place for the exchanging of information with other agencies and parents to support children with special educational needs and/or disabilities. This ensures the children are strongly supported and their individual learning and development needs are met well.

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 action. 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	EY296575
Local authority	Southend on Sea
Inspection number	927079
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 17
Total number of places	84
Number of children on roll	146
Name of provider	Pre-School Learning Alliance
Date of previous inspection	25/11/2010
Telephone number	01702 291305

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

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, which are usually the childminder's 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2012

