

Norcot Early Years Centre

82 Lyndhurst Road, Tilehurst, Reading, Berkshire, RG30 6UB

Inspection date

Previous inspection date

16/08/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children are happy and content. They have fun and engage in their play.
- Children take part in a broad range of play opportunities that cover all seven areas of learning indoors and outside. They therefore benefit from a wide range of stimulating opportunities that support their next stages of learning.
- Staff understand children's starting points and capabilities and are therefore able to plan for children's future learning and make interventions when needed. As a result, children are making good progress.
- Parents are happy in the care their children receive and are provided with support to extend children's learning at home.

It is not yet outstanding because

- Staff have warm relationships with babies; however due the large play spaces during mixed group play, they occasionally become upset when they can no longer see a familiar adult.
- At times, floor space near the doors, where children play, is not as clean as it could be.

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 observed children in their play and in their interactions with staff.
- The inspector spoke to staff, children and their parents.
- The inspector carried out a joint observation with a senior team member.
- The inspector sampled the provision's documentation and children's learning records.

Inspector

Aileen Finan

Full Report

Information about the setting

Norcot Nursery opened in 1953 and became an Early Years Centre in June 2004. Norcot was designated as Reading Borough Council's first Children's Centre. The children's centre is located in Tilehurst, Berkshire. Norcot Early Years Centre consists of a maintained nursery school, an out-of-school club, holiday club and a day care provision housed in the Waterside building. Norcot day care provision is situated in a single storey, open-plan, purpose built building with its own outdoor play areas. The day care provision serves the local community and surrounding areas. There are currently 75 children on roll within the early years age group and children attend for varied sessions. The day care provision is open from 8am to 6pm each weekday, all year except for the Christmas holidays, bank holidays and inset days for the children's centre. The day care provision offers a breakfast club from 8am and a tea club closing at 6pm for before and after school during term times. The day care provision supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 54 staff members employed in the Early Years Centre. Of these, 13 members of staff are employed to work in the day care provision. This currently includes four apprentices working towards qualifications. Of the remaining nine staff, one has achieved a foundation stage degree qualification and the remaining staff hold appropriate qualifications, with three staff continuing with further training. Other professionals and specialists including family support, health visitors and speech and language therapists are based at the children's centre.

What the setting needs to do to improve further

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

- strengthen the planning for the youngest children during large group activities to help them feel secure at all times
- improve the condition of the floor space to maintain a cleaner environment for babies to crawl and play.

Inspection judgements

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

Staff demonstrate a solid understanding of the learning and development requirements for the Early Years Foundation Stage. They plan effectively to meet children's individual needs. Their assessments are based on children's starting points, achievements and

emerging interests. Staff have a very good knowledge of children's backgrounds. Settling in sessions and children's move through the day care provision and later on to the nursery school help them settle confidently and be content in their play.

Children demonstrate they are very happy. Staff provide them with a broad range of stimulating activities and resources, which promote their learning in all areas. Children are eager to join in and have fun as they learn. Children wait patiently for their turn using the interactive equipment, can click the 'mouse' to choose the weather and adapt the story. They later recall how the characters made a kite on a windy day. They listen attentively to one another's suggestions and views. During story times they are eager to join in and confident to choose their favourite story together. This supports children's understanding of language and their speech and communication. Younger children practise early writing skills, construct and take part in floor play happily. However, although there are different doors to the outdoor provision, on the day of inspection, staff chose to use the door that leads from the outdoors to the youngest children's play area. Consequently, babies and toddlers were for a time, playing on the floor, on wet sand. Children play musical instruments in small groups and listen to the rhythm and beat of popular songs. They are aware of what is around them and of being respectful to their resources and toys. A child helps a staff member to mend a book that has torn.

Outdoors children benefit from a highly stimulating play space that staff section off to support children's safety further when children of different age groups play outside. There are regular opportunities for children to play, learn, explore curiously and develop physically outdoors.

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

Children are very happy and engaged in their play. They are supervised well throughout the day by staff who are able to provide them with a strong base for them to develop secure emotional bonds and independence. Babies demonstrate this security and are content overall; and happy to snuggle up for cuddles from staff. They show that they have a warm relationship with their key person. However, sometimes, when exploring further afield, they become slightly distressed if their key person is out of sight for a short while. This happens occasionally due to the open-plan environment, or when children of differing ages mix in their play. Nevertheless, staff have a very good understanding of babies' routines and support these well.

Staff are very good role models, who promote children's health and safety in their everyday practice. They support children's awareness of their own safety and self-care routines. For example, staff promote older children's independence in toileting and when they get dressed again after a nap. Children understand the necessity of washing hands prior to eating and are confident to pour their drinks, serve their food and feed themselves. Consequently, they are very well prepared for the next stages in their learning.

Children's behaviour is very good. They have warm bonds with the staff and show respect

for one another and their surroundings. Children happily play together, share resources and listen as others speak. They enjoy nutritious and healthy meals and snacks prepared and cooked daily by the cook based at the day care provision. Staff understand children's dietary needs and any allergies or preferences and adhere to these at all times.

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

Staff demonstrate a very good understanding of the safeguarding and welfare requirements of the Statutory Framework for the Early Years Foundation Stage. They give a high priority to children's safety. All staff complete safeguarding children training as part of their robust induction procedures. Staff therefore; understand their responsibilities to safeguard the children they care for and the procedures to take should they have a concern about a child in their care. The day care provision implements robust policies and procedures, which staff adhere to well. These policies are shared with parents so they understand the procedures that support their children's health, well-being and safety. Staff take part in frequent staff meetings and benefit from regular supervision with their managers, to ensure that children can learn and play safely and happily.

Staff are good role models. They work well together as a team and effectively support the apprentices working with them by sharing good practice. Recruitment procedures are robust. Staff deployment is effective in meeting the needs of the children. The day care provision is confident in evaluating their strengths and in identifying priorities for future implementation. These currently include training for staff in wider outdoor play resources and techniques.

Staff promote children's learning well; particularly in relation to communication and language, physical development and children's personal and social development. They encourage parents to offer contributions to extending home-setting learning by providing staff with information about what children did at the weekend or on holiday. This enables staff to understand more about children's emerging interests and home life. Staff acknowledge children's individual starting points through discussions with parents and their initial observations.

For those children leaving and moving on to school, arrangements are in place with feeder schools so that teachers benefit from understanding children's achievements and progress. Many children enter the nursery school based on the children centre site. There are excellent systems to promote children's confidence at this time through regular visits, for example. This means that they can move confidently on to their next stage of learning.

Staff identify children's needs quickly through consistent planning. Consequently, they are able to make an accurate assessment of children's capabilities and are able to identify individual next steps. Children's progress is regularly shared with parents, who are positive about the care their children receive. There are highly productive partnerships with other professionals, such as speech and language therapists. Many are based on the children's centre site and this makes a valuable contribution to meeting children's needs. Overall,

children are making good progress in relation to their starting points.

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	EY257099
Local authority	Reading
Inspection number	932746
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	75
Name of provider	Norcot Early Years Centre Governing Body
Date of previous inspection	not applicable
Telephone number	01189 015577

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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, 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.

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