

# Shoebury Children's Centre

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

<b>Inspection date</b>	16/10/2013
Previous inspection date	16/07/2013

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	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

- Wonderful relationships and secure attachments are development between the children and the staff. Therefore, babies and young children's emotional well-being flourishes.
- The indoor and outdoor play and learning experiences provide children with a good range of activities that effectively captures, sustains and extends children's learning and development. This means that children make good progress.
- Safeguarding children is a strong aspect of the nursery, as policies and procedures are good and are effectively implemented. Therefore, all children are effectively protected from harm.
- The leadership and management is effective in ensuring all staff are fully supported within their role and there are clear systems for continued professional development. Ensuring good standards of care and learning are maintained.

### It is not yet outstanding because

- Resources, such as sensory and natural materials that promote babies exploratory impulse have not yet been fully developed.
- The presentation and use of books and stories for pre-school children does not always enable children to make meaningful choices and develop an understanding of how to use books for pleasure and for seeking information.

## 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 activities in the playrooms and garden and viewed all areas of the nursery.
- The inspector held discussions with the managers, practitioners, children and parents at appropriate times during the inspection.
- The inspector looked at a range of records, including written policies, information about staff qualifications and checks and children's learning and development records.
- The inspector took account of the views of parents spoken to at the time of the inspection.

## Inspector

Lisa Paisley

## 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 is on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery operates from five rooms within a purpose-built two storey premises in a residential area of Shoeburyness, Essex. The nursery serves the local area and is accessible to all children. There is an enclosed area available for outdoor play.

The nursery employs 25 members of childcare staff. Of these 21 hold appropriate early years qualifications at level 2, 3 and above including one with Qualified Teacher Status.

The nursery is open Monday to Friday, 8am to 6pm all year round, except for bank holidays. There are currently 106 children attending who are in the early years age group. The nursery provides funded early education for two-, three- and four-year old children. It supports a number of children with special educational needs and/or disabilities and children who speak English as an additional language.

### What the setting needs to do to improve further

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

- develop further babies exploratory impulse through providing a range of sensory and natural materials
- review the presentation of books and stories for the pre-school children to encourage them to make more meaningful choices and develop an understanding of the uses of books, both for pleasure and as a source of information.

### Inspection judgements

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

Children are making good progress in their learning and development, this is because staff know and understand the needs of young children and their learning styles. Staff also know how to implement the planning and assessment requirements of the Statutory framework of the Early Years Foundation Stage. Therefore, the planning of activities successfully captures and sustains children's interests and they are effectively challenging. Children's planning and assessment arrangements are in place. Initial assessments on new

children help staff to identify where children's starting points are and ongoing assessment, including next steps, ensures that children are being effectively monitored and assessed. Parents also make contributions to children's learning and this helps staff plan for future activity plans. Staff complete the two year progress check for children ensuring that any early concerns are quickly identified to access intervention, when required.

Children's emotional, confidence and personal skills are effectively supported as the key person system ensures that good relationships and secure attachments are made. All children across the age range are engrossed in their play as staff successfully support, guide and purposefully intervene in children's play. For example, a group of boys in the role-play area use a variety of tools to fix the door with the staff member offering suggestions and enabling children to problem solve. The babies and younger children are supported well in their development as they are provided with a range of activities including role play, building blocks, books, stackers and soft ball. Staff sensitively supports babies in their play, for example, during role play a staff member provides a narrative of their play and offers suggestions.

Children are confident talkers as a language rich environment is provided, which includes toddlers using animals sound and light torches. Children excitedly reflected the light torches and sounded out animal noises. Older children confidently ask questions and respond to adult queries, for example, one discussion encompassed spiders, mountains, scarves and tennis shoes. Children of all ages are able to access a range of age appropriate books and stories, however, staff working with the pre-school children, do not always consider the value, importance and excitement of sharing stories with children to successfully capture and extend their learning. This so that children fully understand books is for pleasure and also as a source of information.

Children are provided with an enjoyable range of creative activities, as they all explore and experience sand, painting, soft dough, water and sticking activities. There is a strong emphasis on the promotion of the natural world and the local community. The garden area provides an exciting play space for children, where they can experience and learn about the natural world. The beach school project introduces children to the ecology of beaches and the natural wildlife. Children enjoy going to the local beach and exploring the natural water pools, crabs, shells and rocks. Babies also have access to a range of natural materials and sensory experiences, although this is not always readily available or fully extended to support their exploratory instinct.

Children are making good progress in their physical development as there are lots of opportunities to play in the exciting outdoor learning environment. Children confidently climb up the large apparatus and go down the slide. They use scooters, tricycles and big hoppers with skill and children walk on the low balancing beams with confidence. Children's independence is encouraged as they confidently select what they would like to play with, and attempts, as well as achievements, are praised, which encourages children to persist at a task. Consequently, children are developing good skills, which support them well in their future learning.

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

Children are settled, confident and secure within the nursery. There are good settling-in arrangements for new children, as the key person meets with parents to discuss children's needs. This ensures that they are fully informed about children's care needs, interests and their development and parents are confident in leaving their child at the nursery. The regular discussions and meetings with parents ensure that they are regularly updated regarding their child's development. Staff working with the babies make sure strong attachments are developed early on, as staff provide lots of support, cuddles, positive re-affirming, praise and encouragement. There are good systems in place in supporting children with special educational needs and/or physical disabilities. The designated special needs coordinator works with outside agencies and the key person to ensure children take part in and are included in the activities and routines of the nursery.

The nursery environment is warm and welcoming, artwork and displays including children's coats pegs are of a good standard and this re-affirms children's sense of belonging and enjoyment within the nursery. The nursery environment is secure and the resources, equipment and furniture are maintained to a good standard. The organisation of resources enables children to make choices about their play and promote independence. Children develop a good understanding of their own personal safety as staff remind children through routines and activities about being safe. For example, using scissors appropriately, walking up and down the stairs safely and tidying away toys during the day. Children physical health and well-being is effectively promoted as children have regular opportunities to play outside. Babies health needs are met as they are able to sleep and rest when tired and staff closely supervise children at all times. All children have healthy and nutritious snacks and meals and they have access to fresh drinking water, ensuring children are hydrated while at the nursery.

Children behave well in the setting. They know to be kind and offer to share and take turns with resources with little or no prompting. Staff are positive role models, speaking kindly to children and gently reminding them to say 'please' and 'thank you'. Regular praise and encouragement from staff helps to develop children's self-esteem and sense of achievement. Staff also understand children's individual needs in relation to their well-being, as a result staff respond accordingly and sensitively to different behaviour issues. This helps children to explore feelings and boundaries in a safe and secure environment. The nursery is inclusive and children learn to respect and celebrate each other's differences. Children with English as an additional language or those who are bilingual are well supported as staff use gestures and pictures to aid communication. They find books in their home language to share and help children settle.

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

The leadership and management of the nursery is good as the manager clearly understands their role and all documentation is in place. This means that they meet the requirements of the Statutory framework for the Early Years Foundation Stage. The

manager is committed to their role in providing a safe, positive working environment for both children and staff to ensure children are protected from harm. All staff understand their role in protecting children, they know procedures to follow in the event of a concern and they understand the importance of 'safe working' practices to protect both children and the staff. Child protection and safeguarding policies are comprehensive and are effectively implemented when required. This means that both children and staff are fully protected.

The manager and deputy, alongside the staff are reflective in monitoring and evaluating the effectiveness of the nursery. Teamwork within the nursery is good, staff constantly discuss daily routines and children's individual needs. This means that adjustments are made throughout the day, for example, supporting children's first day with regards to new routines, such as lunchtime. Each group room has a communication board to make sure key messages are passed on within the team and also with parents. This avoids any confusion, which may lead to a concern. Staff's ongoing professional development is good. Supervision meetings with the staff, identifies future training needs and all staff said that they felt supported in their role. Recruitment, vetting and induction procedures are robust and ensure new staff are skilled and effective in their role. Self-evaluation is in place and the manager and deputy include contributions from children, parents and staff, this ensures that all those involved clearly understand future areas for development.

Parents are fully informed about the nursery's role in caring for children and planning activities that they enjoy. There are notices in the foyer area, and regular newsletters ensure parents are updated. Parents value the service that the nursery offers. They know their child's key person and they feel that children's care is good. Parents explain that the nursery helps their children to socialise and build their confidence in small group settings. This helps prepare children for school. Relationships with other early years settings and health professionals are established; this means that good information is shared and continuity of care is promoted.

### **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

<b>Unique reference number</b>	EY296575
<b>Local authority</b>	Southend on Sea
<b>Inspection number</b>	938133
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 17
<b>Total number of places</b>	84
<b>Number of children on roll</b>	106
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	16/07/2013
<b>Telephone number</b>	01702 291305

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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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