

Norcot Early Years Centre

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

Inspection date	08/04/2014
Previous inspection date	16/08/2013

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		3
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 independent individuals, who are fully engaged in their play.
- Staff provide warm, attentive and nurturing care to the young children in the nursery.
- Staff develop positive working relationships with parents.
- The leadership and management team ensure staff have opportunities to develop their knowledge and skills to enhance the children's learning opportunities in the nursery.
- Children enjoy a varied and nutritious diet each day.

It is not yet outstanding because

- Staff do not provide the children with sufficient opportunities to undertake activities which will encourage expressive art and design skills independently throughout the day. Sometimes they do not consider fully how to present activities to children in order to encourage their participation.
- Staff do not fully understand the importance of finding out about children's first languages in order to acknowledge and value the knowledge a child may already have and enhance opportunities to develop English skills.
- Staff wear outdoor shoes in the areas where babies play and crawl, which does not fully support the effective hygiene routines 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 toured the premises and resources with the deputy manager.
- The inspector observed the children and staff at play.
- The inspector examined records and documents provided by the staff.
- The inspector spoke to parents.
- The inspector discussed the provider's self- evaluation.

Inspector

Lynne Lewington

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 101 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 supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 49 staff members employed in the Early Years Centre. Of these, 18 members of staff are employed to work in the day care provision. This currently includes four apprentices working towards qualifications. Of the remaining staff, eleven hold Early Years Professional status qualifications, with two 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:

- develop a more enabling environment with independent opportunities for children to be creative using malleable materials, on a daily basis both indoors and outside
- improve staff awareness of the different languages children may know in order to acknowledge and enhance their abilities and learning
- enhance the hygiene routines for babies further, for example by not wearing shoes in the areas where they play and crawl.

Inspection judgements

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

Plans and development records indicate children undertake activities to encourage their skills in all areas of learning. Staff encourage children to sing action songs, which helps to develop language skills and recall. Some staff routinely use mathematical language in their conversations with children increasing their awareness of size and shape. Children see

numbers around the nursery and some staff draw the children's attention to the numbers in their play. Children listen attentively to stories and with encouragement predict what may happen next in the story. Staff teach children to recognise letters and the sounds they represent. Older children enthusiastically demonstrate their skills which encourages the younger children to participate too. An understanding of the natural world is encouraged. For example, children participate in planting seed potatoes. The adult talks to them about what they need to do and what will happen encouraging language and understanding. Baby room staff are attentive to young children's needs and use lots of facial and vocal expression as they interact with the babies. This helps to encourage language and interaction. However, opportunities to undertake activities to encourage expressive art and design are limited throughout the nursery and particularly when children are using the garden. For example, they do not have easy access malleable materials, paint, mark making, collage, music or role play materials. The outdoor environment provides opportunities for children to dig, use wheeled toys and climb developing their physical skills. Staff supervise and encourage children's developing physical skills appropriately.

Most staff demonstrate an awareness of how to encourage children's development. However, staff do not always give sufficient thought to how some activities are set out to enable children to get the best learning opportunities from them. For example, a train set is put on a table which is too small and babies have spades to use which are bigger than they are. Staff monitor the children's progress and plan for the next steps in their learning. This is particularly strong in the baby room where the potential next steps in each child's learning are displayed for staff and parents to see. This enables everyone to be alert to assisting the child make ongoing developmental progress. Where developmental concerns are identified staff work with parents and seek additional advice and support to ensure children have the skills they will need for the next stage in their learning. However, not all staff are alert to the additional languages children may know or aware of how to use this information to enhance learning opportunities.

Staff encourage parents to share information about children's skills and interests when they first join the nursery and at planned meetings throughout the year. Parents are encouraged to promote their child's development. For example, information is displayed in the baby room about the importance of talking to children and information about the Early years Foundation Stage is displayed for parents to see.

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

The well established key person system in the nursery enables children to form secure attachments. Information is clearly displayed to ensure parents are aware of the names of all staff. Each child's key person has a responsibility to make links with parents. When children move into another nursery room staff carefully plan the visits. Over this transition time relationships develop with new members of staff. Observations of these introductory meetings lead to the identification of a new key person who the child naturally relates to. The nursery strives to keep parents well informed of these changes recognising that they can be unsettling for both children and parents. The nursery works closely with the

nursery school and local schools to ensure that moves to school are managed effectively. Children have visits to their new setting, and learn about what they will do and wear. Staff encourage children's self confidence and personal independence in preparation for the move to school.

Staff are positive role models and consequently behaviour is good. They relate well to each other and the children, demonstrating calm, caring attitudes and good manners at all times. They encourage children to take turns, to be helpful to each other and develop independence. For example, at mealtimes the older children serve themselves lunch under the supervision of the staff. This simple social activity provides many learning opportunities. For example, they learn to use the utensils, take sufficient food, leave enough food for their playmates and learn to wait for their turn.

Staff are attentive to children's needs. If a child looks tired they respond appropriately providing an opportunity for the child to rest. Sleeping children are checked on every ten minutes and also a baby monitor is also used in the baby sleep room. Staff record the sleep checks they make, which helps to maintain children's safety. Young children confidently seek cuddles or climb onto the adults laps. They receive reassurance from this physical contact and continue to play and explore happily.

Positive safeguarding practice is understood throughout the nursery. Staff demonstrate a clear awareness of the importance of ensuring the environment is safe and reporting any safeguarding concerns following the appropriate procedures. All staff attend safeguarding training. Good health is encouraged through daily opportunities for outdoor play where the children benefit from opportunities to develop physical skills and play in the fresh air and natural light. The menu is planned with careful consideration for dietary needs. Staff display the two week menu for parents to see which includes meat, fish, vegetables and fruit. All food is usually cooked freshly on the premises. However, on occasions when the cook is not present a local company provides cooked meals. Information is always displayed for parents if this occurs ensuring they are informed of the meals children are offered.

The standard of hygiene throughout the nursery is generally high and children demonstrate an increasing awareness of good hygiene routines. Staff diligently clean tables, and floors, encourage good nasal hygiene and follow frequent nappy changing routines. However, currently outdoor shoes are worn in the baby room where young children crawl, which does not fully support their health at all times. The nursery is spacious and well equipped providing an attractive environment for the children's care and play although some of the resources do appear old and well worn.

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

The leadership and management team are knowledgeable. They support staff to provide a variety of experiences to ensure children make good progress. Staff are enthusiastic and keen to implement new knowledge across the nursery to further enhance the learning

environment. They are monitoring progress and seeking appropriate advice and guidance if concerns arise.

Safeguarding practice is a thread which runs through everything the nursery does. Systems for safe recruitment, supervision and training are well established. An induction process is in place to ensure new staff understand their role and how the nursery works. Staff attend training events and are encouraged to cascade their knowledge to the team. For example, two staff attended a course about outdoor play. They have found this very enlightening and it has inspired them to enhance the outdoor provision the nursery provides. The management team have supported them to make a presentation to the staff team enabling them to share new knowledge for use throughout the setting. A need for improvements has been identified for the outdoor environment and this has become part of the nursery's action plan for future development. The management team reflect on practice and undertake an annual assessment of the provision. They seek the opinions of all involved to ensure the provision develops to meet the needs of those who use it.

Partnerships with parents are strong. As part of the larger children centre organisation they have policies and procedures which cover all required aspects of the work they do. The nursery generally responds to complaints swiftly and maintains a clear log of the complaint and action taken. The management team have revised the complaints policy recently in order that delays in responding do not occur. They aim to follow up all complaints on the day they are made. A newsletter is in place to inform parents of relevant information, along with a parent's notice board. Parents receive daily information sheets about their child and are encouraged to share important information about development and experiences. Formal meetings are also arranged to discuss individual progress and social events are organised to promote positive relationships. The nursery has positive relationships with other services and professionals. This helps to ensure children receive the support and help they need to develop to their full potential.

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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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	959363
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	101
Name of provider	Norcot Early Years Centre Governing Body
Date of previous inspection	16/08/2013
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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