The quality and standards of the early years provision

This provision requires improvement

- Children enjoy their play because staff plan activities around their preferences. Good quality teaching and monitoring of children's achievements results in all children making good progress given their starting points.

- Staff are friendly and approachable and children are forming secure attachments with their key persons. They are also building positive relationships with their peers. This supports children's emotional well-being appropriately.

- Partnerships with parents and external agencies are strong and ensure that all children are fully supported in their learning. Staff have a secure knowledge and clear understanding of child protection procedures and share information with parents to protect children from harm.

It is not yet good because

- The manager has not ensured that staff have fully embedded into practice the outdoor play procedure. Consequently, children are at risk of being left outside after playing in the outdoor environment.

- Younger children are not always given sufficient time to become deeply involved in activities or to pursue learning to their satisfaction.
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 indoors and outside and spoke to the manager, staff, children and parents during the inspection.
- The inspector undertook a joint observation with the manager.
- The inspector looked at children's assessments, learning journal records and planning documentation.
  
  The inspector checked evidence of suitability and qualifications of staff working with the children, the nursery's documentation, risk assessments, policies and procedures and improvement plan.

Inspector

Janice Hughes
Information about the setting

Becket Children's Centre originally registered in 2006 and re-registered in 2008 under Derby City Council. It is on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register and serves the local and surrounding communities. The nursery facility is accessible to all, operating from a purpose-built building with all facilities on ground floor level. There are two separate enclosed areas for outdoor play. The nursery is open each weekday from 7.30am to 6pm all year round, except for the week between Christmas and New Year, and bank holidays. There are currently 45 children on roll. The nursery provides funded early education for two-, three- and four-year-old children. The nursery currently supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are 12 members of staff, of whom all hold appropriate early years qualifications at level 3 or above. The manager holds a childcare qualification at level 5 and one of the senior staff has a childcare qualification at level 6. The nursery receives support from the local authority and works with a number of external agencies.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- ensure all staff have a clear understanding of their roles and responsibilities with particular regard to the new outside play procedure, so that children are kept safe and are not left unattended.

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

- review the nursery routine, taking account of the needs of younger children so that they have time to play and explore, and complete tasks and activities to their satisfaction.

Inspection judgements

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

Staff have a secure understanding of how to promote children's learning and how they learn best through play. They plan a wide range of activities that children enjoy and that meet their different learning needs. The observation and assessment system is thorough and staff identify children's starting points through discussions with parents at the initial visits. Staff also complete observations in the child's first few weeks. This provides a clear foundation on which to plan for their future learning. Staff plan for each child's further development by tracking their progress and identifying each child's next steps in their
learning. Planned activities are then provided to help children make progress. Staff then ensure that children's learning needs are very well supported through good teaching and ensuring they enjoy their activities. The progress check for children between the ages of two and three years is thorough and staff ensure that parents are fully informed of their child's progress. This helps to ensure that any intervention, if needed, is quickly sought. Parents are further involved and encouraged to take part in their child's learning as staff provide activities for parents to take home for their children to try. This promotes continuous learning. Staff also engage with parents in verbal feedback at collection times. Staff learn key words and provide many pictorial aids to support children who speak English as an additional language so that they can further support them as they learn English. Children with special educational needs and/or disabilities receive very good care as staff support them individually and closely follow any advice provided by specialist agencies. They ensure that all children are fully included by selecting equipment and resources that enable children to be part of a larger group and learn from their peers. Consequently, all children are making good progress towards the early learning goals.

In readiness for school, children are given a wealth of opportunities to develop the key skills that are necessary for their future learning. Staff are skilful in their interactions with children and successfully ensure that the development of children's language skills are given high priority. They effectively use open questions during activities to promote children's thinking and imaginative skills. For example, staff ask older pre-school children who are playing with toy fish ‘where do the fish live?’ Children confidently explain that fish live in the sea and confidently discuss how they might catch a shark. This produces an interesting conversation about fish that stimulates and encourages children to extend their vocabulary. Children learn to play co-operatively together, are developing listening skills and beginning to solve problems for themselves. Staff are knowledgeable about each child's characteristics of learning and personalities and use this well to promote their learning. This helps to ensure that children are engaged and interested throughout most of the day. Children are developing their physical skills well. They use many tools, such as, hammers, glue spreaders and crayons, and complete jigsaw puzzles to help develop their fine muscular skills. They demonstrate good control and co-ordination in their coordination skills, as they confidently run around the garden, and move sit and ride toys around a track negotiating obstacles skilfully. Children of all ages love listening to stories. Staff use props and puppets effectively at these times and thoroughly encourage the children to make actions and be involved. This aids children's literacy skills and helps them to understand that print has meaning. Staff also incorporate mathematical skills into story times, introducing counting, sequencing and recognising shapes. In addition, staff use everyday routines to encourage mathematical skills and language.

Staff help to develop children's understanding of the world through the many opportunities provided outside. Children thoroughly enjoy being outside and this is enhanced as they can choose when they venture into the outside environment. They are inspired by the exciting opportunities available for them to partake in. For example, children love climbing on logs, making dens and digging for worms. Children become very enthused and interested in their play, show curiosity and excitement and are willing to have a go at new experiences. For example, as they dig for worms, children scream with delight as they find a worm and giggle as they transport it to the wormery. In addition, children learn how to peddle the bicycles and have great fun putting the dolls to sleep in
the den they have made. Children are actively encouraged in all that they do, which supports them to try new activities and develops their confidence. Children are demonstrating the characteristics of active learners as they play. However, staff sometimes interrupt play which prevents some children from fully exploring and developing their learning even further. Staff take children inside for a group time activity instead. Here, younger children find it difficult to concentrate and some are fidgety and move away. In contrast the older children, participate well at group time. They listen and become attentively involved in the activity. Consequently, the structure of the day is less effective for younger children and some activities are not as well suited to their needs. Children have many opportunities to express their thoughts and feelings and use their imagination. For example, they use musical instruments and listen to the sounds they make, shaking and banging. Staff use this opportunity well and encourage them to play the instruments rhythmically. In addition they encourage them to sing popular sing songs as they create their music. Furthermore, children have opportunities to create pictures using different art techniques, dress up as characters and enjoy cooking tea in the playhouse.

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

Children settle well in this welcoming and friendly nursery. Staff create a relaxed and happy atmosphere and ensure children receive a warm welcome, helping them to settle easily. Children forge trusting and caring relationships with key persons, promoting a sense of emotional security most of the time. Staff recognise the importance of children feeling secure and having a sense of belonging. To promote this children self-register, which develops their self-confidence and independence. The nursery has good procedures for emotionally preparing children for their move into nursery. Staff encourage the child and the parent to visit the nursery to meet the team, have a look around and discuss the settling-in procedures ahead of the planned start date. A key person is assigned to the child and they have daily discussions with the parent to report relevant information. However, while children feel secure, their safety is not fully supported. This is because the procedure for outside play, to ensure their safety and well-being, is not fully embedded into practice. Staff teach children about safety. For example, they show them how to use scissors correctly, remind them not to run inside and talk about being careful so they do not slip when playing by water. In addition, children participate in the fire evacuation drill to help them learn how to keep themselves safe in an emergency.

The nursery environment is spacious, bright and welcoming. It is well organised most of the time and is suitably clean. Children have access to a wide range of toys, equipment and furniture both inside and outdoors, which supports their interests and development. Toys are stored in baskets and boxes at children's level, which enables them to make choices about their play and learning. Staff promote diversity by providing a range of resources in the nursery that reflect children from ethnic minorities or children with diverse physical characteristics, including disabilities, to help children to respect and value all individuals within society. They further strengthen the positive impressions children have of their own cultures and faiths, and those of others in their community, by exploring events, such as, Christmas, Chinese New Year and Diwali. Children demonstrate suitable levels of independence as they help staff set up and clear their plates at lunch time, and
help to serve their food and pour their drinks. Furthermore, they learn to put their coats on for outside play and decide when to have their snack. Children follow good hygiene routines as they wash and dry their hands after using the toilet and before and after eating. This further develops their self-help skills and independence. Children's behaviour is good and their actions show they are aware of the nursery's rules. For example, the children do not run around indoors and know that they are expected to take turns and share. When needed, staff positively reinforce behaviour, ensuring a consistent approach. There is an effective behaviour management policy in place with a named practitioner responsible for this aspect of the nursery.

Children are learning about healthy lifestyles. They participate in energetic outdoor play and learn the benefits of physical exercise. Snacks provided for the children are nutritious and consist of fresh fruit with milk to drink. They enjoy nutritious home-made meals, such as fish, vegetables, salad, and bread and butter. Staff sit with children at mealtimes, discussing their likes and dislikes and helping them learn about healthy food and drink. Children's special dietary requirements, preferences and food allergies are documented on the child enrolment form and any requirements are fully adhered to. All this promotes children's health and well-being. Staff prepare children for their move to school. They read stories and provide role-play activities to help them familiarise themselves with school life. In addition the manager has made links with the local school. For example, reception teachers visit the nursery and meet with the children. Staff are available to speak to parents and give advice about the move to school. This ensures children are emotionally prepared for their next stage of learning.

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

This inspection took place following concerns being raised to Ofsted about safety. The manager notified Ofsted of an incident where a child had been left unsupervised in the outdoor environment. The manager took action on this and has changed the outdoor play procedures to rectify the situation and prevent the incident reoccurring. For example, she has carried out a comprehensive risk assessment, introduced a head count process and a double check of the environment, once the children are inside. However, even though staff understand these procedures in principle, they are not yet thoroughly embedded into practice. Therefore, they are not currently robust enough to ensure the incident does not happen again. For example, outside staff do not complete the head count record themselves, a member of staff from indoors does. This means that there is a risk of confusion and the potential for incorrect numbers to be recorded. Other aspects of children's safety are adequately managed. The manager and her staff team have secure knowledge and understanding of their responsibilities towards child protection. All staff have completed child protection training, ensuring they are clear about procedures to be followed should they have concerns about a child's welfare. Effective recruitment and induction procedures ensure staff are suitable to work with children and ongoing suitability is reviewed regularly. This includes obtaining information about employment history, reviewing qualifications and completing Disclosure and Barring Service checks. The majority of the staff hold an appropriate paediatric first-aid certificate and these staff are effectively deployed in order to provide children with appropriate help if they have an
accident or injury. Staff keep an accurate record of all the children’s hours of attendance to ensure that they know who is on the premises. There are also clear systems in place to check the identity of visitors and to prevent unauthorised persons entering the premises. Written risk assessments and daily checks of the environment are in place. Risk assessments are thorough and robust. When assessing the environment staff also think about the individual needs of children including those with special educational needs and/or disabilities. The safeguarding policy includes all required information and contact details are up to date and easily accessible to staff. Suitable procedures are followed in relation to the use of cameras and mobile phones and children are only released into the care of authorised individuals.

Overall, children are making good progress in their learning and development and systems to monitor progress have been well implemented. This means that the manager identifies any gaps or weaknesses that impact on children’s progress and quickly addresses them. The manager ensures that all staff have the opportunity to discuss children’s individual progress. They receive coaching and training led by the local authority, which complements their ongoing professional development. Staff are able to access a wide range of training, which impacts positively on the nursery. For example, recently they have attended a course on improving children’s language development. This has had an impact on children’s use of language and increased their communication skills. All staff hold appropriate childcare qualifications and they are enthusiastic about adopting new systems to support the planning and delivery of the educational programmes. Teaching and learning is consistently good across the nursery and precise assessment shows that staff understand children’s skills, abilities and progress. This means that all children get the help that they need to ensure that they make good progress. Information is shared with professionals who provide children with the additional help that they need. This includes specialised training for staff to ensure that appropriate targeted support is carried out consistently.

The manager and staff are committed to continually improving the environment for the benefit of children. Detailed action plans are used to identify areas for improvement. As a result, both of the recommendations from the last inspection have been successfully implemented. Staff have played a key role in gathering information from parents to inform children’s starting points. In addition they have liaised with other setting children may attend to share information about children’s progress. Staff are knowledgeable and confident and are able to share information with parents and carers to provide children with consistent care that supports them in everyday life. Staff are aware of the importance of developing relationships with parents and carers and they do this sensitively. Friendly relationships exist between parents and staff. Parents and carers are kept appropriately informed about the nursery policies and the educational programme. For example, noticeboards and newsletters are used well to keep them up-to-date. In addition, parents' questionnaires are being used to influence the service offered. Parents and carers spoken to on the day of the inspection complimented the nursery and commented on how happy they are with the service offered. They praise the staff and appreciate the friendly atmosphere in the nursery. Partnership work with other agencies includes staff attending multidisciplinary meetings to ensure that families get the help that they need. Staff are aware of local support agencies and recognise the value of working closely in partnership with parents and others.
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

<table>
<thead>
<tr>
<th>Grade</th>
<th>Judgement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>Outstanding</td>
<td>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.</td>
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<tr>
<td>Grade 2</td>
<td>Good</td>
<td>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.</td>
</tr>
<tr>
<td>Grade 3</td>
<td>Requires improvement</td>
<td>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. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.</td>
</tr>
<tr>
<td>Grade 4</td>
<td>Inadequate</td>
<td>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.</td>
</tr>
</tbody>
</table>

**Met**

There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.

**Not met**

There were no children present at the time of the inspection. 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

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<th>Unique reference number</th>
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<td>Local authority</td>
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<td>Inspection number</td>
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<tr>
<td>Type of provision</td>
<td>Childcare - Non-Domestic</td>
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<td>Registration category</td>
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<td>Age range of children</td>
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<td>Total number of places</td>
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<tr>
<td>Number of children on roll</td>
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<td>Name of provider</td>
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<tr>
<td>Date of previous inspection</td>
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<tr>
<td>Telephone number</td>
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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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