Becket Children's Centre
35 Stockbrook Street, Derby, Derbyshire, DE22 3WR

Inspection date
5 October 2015
Previous inspection date
9 October 2014

The quality and standards of the early years provision

<table>
<thead>
<tr>
<th>This inspection:</th>
<th>Good</th>
<th>2</th>
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<tbody>
<tr>
<td>Previous inspection:</td>
<td>Requires Improvement</td>
<td>3</td>
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</tbody>
</table>

Effectiveness of the leadership and management
Good 2

Quality of teaching, learning and assessment
Good 2

Personal development, behaviour and welfare
Good 2

Outcomes for children
Good 2

Summary of key findings for parents

This provision is good

- The management team are strong. There is effective management of staff's performance and clear and appropriate support is given. Children benefit from good quality learning experiences and a safe and secure environment.
- Staff plan a good range of activities and children enjoy their time at the nursery. Staff accurately assess children's stage of development and effectively use this information to support them in moving forward.
- Children are given very good support to settle as they start at the nursery to support their emotional well-being. Staff make sure that children who have just started have a familiar adult to reassure them. Staff also work carefully with parents and carers, so that they adjust the length of the visits, according to each child's needs.
- The nursery makes good use of training to support staff's daily practice. For example, devising a list of preferred terms for objects and routines, so that all staff provide consistent support for children's communication skills.
- There is a strong partnership working with other agencies and professionals. This ensures good support for disabled children and those with special educational needs. There is also effective coordination of support for children who speak English as an additional language.

It is not yet outstanding because:

- Staff do not always make sure that the information is clear enough for parents and carers about how to support children's learning at home.
- Group activities do not always fully support children's learning and development.
What the setting needs to do to improve further

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

- provide parents with clearer information about how they can better guide their child's learning at home
- enhance teaching to fully support children's engagement and learning at group times.

Inspection activities

- The inspector observed the quality of teaching during activities indoors and outdoors, and assessed the impact this has on children's learning.
- The inspector completed a joint observation with the room leader.
- The inspector held a meeting with the nursery manager. She looked at relevant documentation, such as the nursery’s self-evaluation, improvement plan and evidence of the suitability of staff working in the nursery.
- The inspector spoke to a small selection of parents during the inspection and took account of their views.

Inspector

Justine Ellaway
Inspection findings

Effectiveness of the leadership and management is good

The arrangements for safeguarding are effective. All staff renew their understanding of child protection issues on a regular basis. Children's safety is promoted well as the designated person is thorough in dealing with any concerns. There are robust checks in place to establish the suitability of staff working in the nursery. The management team have made suitable improvements since the last inspection. Staff are very vigilant in supervising children in the outdoor area. The nursery improvement plan is appropriately challenging and demonstrates a clear motivation to improve the quality of the nursery. The manager undertakes frequent and detailed monitoring of children's progress and has high expectations that any gaps should be narrowed as quickly as possible.

Quality of teaching, learning and assessment is good

Staff provide lots of child-initiated play to meet the needs of the younger children within the nursery. Staff interact well with children at these times and follow, rather than direct, their play. For example, when washing the dolls, a child is fascinated by a dripping sponge. The member of staff extends the learning by using words, such as 'drip' and 'squeeze'. She shows children how to refill the sponge and squeeze it to remove the water more quickly. The vast majority of activities are well planned, including where staff plan an adult-led activity to teach children particular skills. Staff give good attention to what children will learn, what resources they will need and what their role is within the activity. However, staff do not always sufficiently consider the stage of development of the children participating in the daily group activity. This means that on occasion some children struggle to maintain their attention.

Personal development, behaviour and welfare are good

Staff effectively promote a healthy lifestyle. Children have lots of opportunities to use the outdoor area. Staff talk to parents and carers about the expectations of a healthy lunch box. Staff effectively use discussions, aided with pictures, to reinforce the rules with older children. Staff are very calm, caring and are good role models to the children. All children behave well. Older children will comfort others if they are upset. Children demonstrate a sound understanding of their own safety. For example, when they are using the bicycles, they are very careful to check who is near them as they move around. Staff give regular and useful feedback to parents and carers. Parents and carers feel well informed about what their child has been doing. They feel that staff meet children's needs well. Staff regularly provide written information about what children need to learn next. However, they do not always make sure that parents and carers understand how to support this learning at home.

Outcomes for children are good

All children, including those receiving funded early education, are making good progress. Children develop the skills they need for school, such as independence and an understanding of how to behave.
Setting details

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<tr>
<th><strong>Unique reference number</strong></th>
<th>EY380753</th>
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<td><strong>Local authority</strong></td>
<td>Derby, City of</td>
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<td><strong>Inspection number</strong></td>
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<tr>
<td><strong>Type of provision</strong></td>
<td>Full-time provision</td>
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<tr>
<td><strong>Day care type</strong></td>
<td>Childcare - Non-Domestic</td>
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<td><strong>Age range of children</strong></td>
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<td><strong>Total number of places</strong></td>
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<td><strong>Number of children on roll</strong></td>
<td>48</td>
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<tr>
<td><strong>Name of provider</strong></td>
<td>Derby City Council</td>
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<tr>
<td><strong>Date of previous inspection</strong></td>
<td>9 October 2014</td>
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<tr>
<td><strong>Telephone number</strong></td>
<td>01332 380134</td>
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Becket Children's Centre was registered again in 2008. The nursery employs 10 members of childcare staff, all of whom hold appropriate early years qualifications at level 3, including three members of staff with an early years degree. The nursery opens from Monday to Friday, all year round. Sessions are from 8.30am until 4.30pm. The nursery provides funded early education for two-, three- and four-year-old children. It supports children who speak English as an additional language and disabled children and those with special educational needs.

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