

Inspection date	11 April 2016
Previous inspection date	Not applicable

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Not applicable	
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

- Self-evaluation is used well to identify strengths and areas to develop to support ongoing improvement. The manager uses her feedback from staff, children and parents, as well as her monitoring of the quality of teaching and children's progress, to inform her priorities for improvement.
- Staff work in partnership with parents to ensure that children's learning is regularly shared to complement their learning between home and the setting.
- Staff consistently promote good language and communication skills, and all children, including disabled children, those who have special educational needs and those who are learning English as an additional language, make very good progress in this area of their learning.
- Children's behaviour is good. Staff are good role models and use positive techniques to promote good behaviour. Children play cooperatively together and socialise well. They show respect and care for each other.
- Staff know children well; they interact well with them and build good relationships. Children's emotional well-being is promoted well.

It is not yet outstanding because:

- Staff miss some opportunities to plan activities to develop children's expressive arts and creativity through sensory exploration.
- Children are not always clear about the full extent of the toys and resources on offer to them so they can make free choices in their play.

What the setting needs to do to improve further

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

- increase opportunities for children to explore and experiment with a range of media through sensory exploration
- improve opportunities for children to develop independence in their free play.

Inspection activities

- The inspector held discussions with the manager at appropriate times during the inspection and in a scheduled meeting.
- The inspector observed children's activities and staff teaching inside and outside.
- The inspector looked at documentation, including a sample of children's records, planning and assessment records, and checked the records of staff suitability checks.
- The inspector took account of the views of children, staff and parents spoken to on the day of the inspection, and of the provider's self-evaluation.
- The inspector completed a joint observation with the manager.

Inspector

Dominique Allotey

Inspection findings

Effectiveness of the leadership and management is good

Arrangements for safeguarding are effective. Staff know what to do if they have concerns about a child's welfare. Effective recruitment procedures and ongoing checks ensure that all staff employed are suitable for their role. Staff have regular discussions with the manager and attend some training to develop their skills, such as improving their observations of children's progress. The manager oversees the care and education of all children. She works closely with staff to monitor children's progress. Strong partnerships with other professionals are in place to promote children's learning. Staff liaise with school teachers to ensure children are supported with their move to school.

Quality of teaching, learning and assessment is good

Staff observe and accurately assess children's progress on a regular basis and use the information to plan a wide range of play and learning opportunities that children really enjoy. Well-qualified and experienced staff use a wide range of teaching strategies to help all children become confident communicators. For example, staff adapt the language they use to help children's understanding and use simple signs and picture timetables that help children to communicate effectively. Staff offer children a wide range of exciting and challenging opportunities to learn. Staff foster children's early mathematical skills as they encourage them to count and recognise numbers. All children make good progress in their development and any gaps in achievements are closing quickly.

Personal development, behaviour and welfare are good

Children are very happy, confident and comfortable in the homely, welcoming and inviting environment. The effective key-person system supports children's well-being. Detailed information is gathered from parents when children first start. This helps staff to tailor the individual care and learning for each child. Children enjoy learning opportunities that enrich their understanding of the community and wider world. For example, children, parents and staff go on outings to a variety of places, helping to widen children's experiences of people, cultures and the world around them. Children relish being active and enjoy the outdoors and planned physical activities. Children develop good self-care skills, and older children manage their own personal care needs well.

Outcomes for children are good

Children are supported well to acquire the skills needed for school. They are motivated, engaged and eager to investigate the environment around them. Children concentrate well during group activities, listen and respond to instructions. They are confident communicators who enjoy talking to their friends, such as through a 'talking phone tube'.

Setting details

Unique reference number	EY492977
Local authority	Swindon
Inspection number	1023426
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Age range of children	2 - 4
Total number of places	86
Number of children on roll	75
Name of provider	Central Pre-School Committee
Date of previous inspection	Not applicable
Telephone number	07544 834238

Central@rlk registered in 2015. The setting is located in a former children's centre building in Swindon, Wiltshire. The setting is open between 9am and 3pm, Monday to Friday, term time only. The manager holds an early years degree, and there are 13 other members of staff, nine of whom hold appropriate early years qualifications at level 3 or above. The setting is in receipt of funding for the provision of free early years education for children aged two, three and four years and early years pupil premium.

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