

Orchard Avenue Children's Centre Early Years Service

Priory School, Slough SL1 6HE



Inspection date	26 April 2019
Previous inspection date	Not applicable

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

- Staff provide good support for those children with special educational needs and/or disabilities. They work successfully with parents and outside agencies to be consistent in helping children to make progress in their learning.
- Staff are warm and gentle. They skilfully support and nurture children's emotional well-being. Children settle well in the caring and inclusive environment that staff carefully create. Staff improve children outcomes well.
- Strong leadership, regular self-evaluation and effective team working contribute to a well-organised provision. The provider gathers the views of parents, staff and children, and uses these effectively to drive forward improvements to the service she provides. Parents comment they feel valued by the staff and manager.
- Staff support the community and their families to get involved in healthy initiatives, such as eating well and moving more. However, occasionally they miss the chance to enhance the children's early understanding of healthy eating, for example during snack time.
- The manager's recent reflections on the outdoor learning space have led to an exciting, well-resourced area that children have continuous access to. However, the same thoughtful consideration has not yet been given to the indoor space. This means that children who choose to play indoors do not benefit from the same stimulating learning environment.
- Occasionally, staff do not recognise opportunities to encourage quieter children to participate fully in activities.

What the setting needs to do to improve further

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

- increase children's understanding of the benefits of healthy eating and the effect this has on their bodies, to further support their good health
- explore more ways to enhance the indoor environment to further enrich the learning experiences of the children who choose to play indoors
- support staff to more consistently grasp every opportunity for quieter children to fully participate in all learning opportunities.

Inspection activities

- The inspector observed practice and staff interactions with children and assessed the impact of this on their learning.
- The inspector explored the arrangements for safeguarding children. She also completed a joint observation with the manager.
- The inspector held discussions with the manager and the other members of staff to discuss areas of leadership and management, including supervision and support arrangements, and the use of the self-evaluation process.
- The inspector spoke with parents and took account of their views and comments.
- The inspector sampled a range of documentation, including staff suitability checks and children's developmental records of progress.

Inspector

Nina Lambkin

Inspection findings

Effectiveness of leadership and management is good

Arrangements for safeguarding are effective. Staff have a secure knowledge of the signs of potential abuse. They know the policies and procedures to follow to escalate concerns about a child's welfare. Overall, the manager monitors staff practice well, for example through daily discussions, peer observations and regular supervisory sessions. She regularly reviews the progress that children make. The manager is passionate about ensuring the varied curriculum is fully inclusive. This supports all children to make steady progress towards the early learning goals. Gaps in different children's development are closing. Staff access a variety of training programmes, including online opportunities, and successfully apply what they have learned.

Quality of teaching, learning and assessment is good

Staff know children well and have a good understanding of their current achievements. They regularly assess children's development, which helps them speedily identify children who are at risk of falling behind. Children who speak English as an additional language are supported well by staff who speak dual languages. They quickly develop the confidence to interact effectively with staff and their peers. The manager monitors their progress to help them attain a good level of English for when they start school. Children have good opportunities to practise their early writing. For example, as they use chalk to draw tracks outside for their cars and trucks to follow.

Personal development, behaviour and welfare are good

Staff encourage children to be tolerant of each other. They help children resolve disputes and teach them to share and take their turn. Children build firm friendships and behave well. They undertake small responsibilities, for example they help to serve their snacks and get their bags and coats as they need them. Children begin to understand the effect physical exercise has on their bodies and demonstrate high levels of large-muscle control and coordination. For example, they climb a range of frames in the garden and take manageable risks as they jump down from large blocks, landing safely. Staff supervise children well and make routine checks to ensure the premises remain safe and secure.

Outcomes for children are good

Children develop independence and confidence as they freely choose from the resources available. Their understanding of diversity is developing as they are encouraged to respect each other and value each other's differences. Children show curiosity and self-assurance as they engage in conversations with visitors. They want to know why they are there and what they are doing. The manager and staff support children in receipt of extra funding well. For example, they help fund sessions with external providers to allow children opportunities to take part in rugby or dance classes. These sessions improve children's creative and physical skills. Overall, all children gain skills that will prepare them well for the next stage in their learning.

Setting details

Unique reference number	EY541764
Local authority	Slough
Inspection number	10079866
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Sessional day care
Age range of children	2 - 4
Total number of places	20
Number of children on roll	28
Name of registered person	Slough Borough Council
Registered person unique reference number	RP541754
Date of previous inspection	Not applicable
Telephone number	01628 661789

Orchard Avenue Children's Centre Early Years Service registered in 2016 and is located on the Priory Estate, Slough. The centre is open Monday, Tuesday, Wednesday and Friday, from 8.45am to 4.15pm, during term time only. However, it occasionally opens during holiday periods to support local families. The centre receives funding to provide free early education for two-, three- and four-year-old children. It is staffed by seven team members. Of these, two hold a relevant childcare qualification at level 6, one holds level 5 and two hold level 3.

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