

# Crosshall Children's Centre

Inspection report for early years provision

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**Unique reference number** EY395854  
**Inspection date** 01/12/2009  
**Inspector** Lynn Clements

**Setting address** Crosshall Infant School, Great North Road, Eaton Ford, ST.  
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**Type of setting** Childcare on non-domestic premises

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## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

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## **Description of the setting**

Crosshall Children's Centre was re-registered in 2009. The Centre is managed by the governing body of the school. The kids club originally opened in 1995, with the nursery opening in 1998. The centre operates from two purpose-built buildings, sited in the grounds of Crosshall Infant School, St Neots, Cambridgeshire. A maximum of 97 children may attend the centre at any one time. There are currently 78 children on roll in the nursery, of whom 78 are in receipt of early education funding. In addition, there are 99 children on roll in the after school, holiday club and wrap around care facility, 47 of whom are in the early years age group. The centre is registered on the Early Years Childcare Register. The centre is also registered on the compulsory part of the Childcare Register.

The centre comprises of a nursery, wrap around care for nursery children when not attending a nursery session, before and after school care during term times, as well as full time holiday care for children aged between three and 11 years. The kids club is open daily from 8am until 6pm, the nursery is open from 8.55am until 11.25am then from 12.40pm until 3.10pm. In addition, the holiday club is open five days a week from 8am until 6pm. Access to the setting is via a ramp and there are on site facilities for those with disabilities. All children have access to an enclosed outdoor play area. Staff have systems in place to support children with special needs and/or disabilities and for those who speak English as an additional language.

There are 20 members of staff working with the children across both settings. The vast majority of whom hold appropriate early years and play work qualifications. The setting receives support from the local authority.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

An extremely well developed knowledge of each child's needs makes sure that staff successfully promote children's welfare and learning. Children are safe and secure and enjoy learning about their local environment and the wider world around them. The partnerships with parents, carers, the school and other agencies are a key strength and are significant in making sure that the needs of all children are met, along with any additional support needs. This means that children progress exceptionally well, given their age, ability and starting points. Regular and purposeful self-evaluation by management and staff makes sure that priorities for development are clearly identified and acted on, resulting in provision that responds effectively to all user needs.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- re-appraising risk assessments to ensure they include everything with which a child may come into contact.

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

There is a comprehensive awareness of safeguarding issues among the adults within the centre, with key staff receiving regular training on safeguarding. The centres collaborative working with other key agencies is exemplary. Comprehensive policies and procedures are implemented consistently and robustly to ensure any concerns are prioritised and dealt with effectively. Children are safeguarded by extensive recruitment and vetting procedures, including the successful induction of new staff. Parents and carers too, confirm that they feel extremely safe in leaving their children in the care of centre staff. Staff are vigilant about children's safety and security whilst at the centre and have developed a range of risk assessments. Although, the centre has identified a minor weakness with regard to ensuring that all safety measures taken in practice are fully reflected in their written records.

Self-evaluation at all levels reflects rigorous monitoring and searching analysis of what the setting does well and what is needs to improve, with a very strong commitment to equality and diversity. As a result, actions taken by the centre are outstanding and bring about sustained improvement to the early years provision. Leaders and managers communicate ambition and drive and secure improvement effectively. Processes for managing the performance of staff are used exceptionally well, for example, in addition to training events organised as a whole school approach, time is taken to visit other exemplary settings and build on the centres existing high quality practice. High expectations and standards are embedded across all areas of practice. As a result, outcomes in children's achievements and well-being for all children are exceptionally high.

The centre has highly positive and purposeful relationships with all groups of parents and carers. Parents and carers are valued and involved in decision-making on matters affecting the centre, through established and inclusive procedures, including self-evaluation. Children too are fully involved in the centre, through, for example the children's council, who attend meetings with staff to share their ideas and suggestions about the provision, which they do with confidence. Parents and carers are kept very well informed about all aspects of their own children's achievements, well-being and development. The setting also provides tailored guidance and information about precise ways parents and carers can support their children's learning across different areas. Excellent communications ensure that partnerships are productive. The centre is highly committed to working with others and takes a lead role in establishing effective working relationships. Communications between all partners involved with individual children, successfully promotes their learning, development and welfare.

## **The quality and standards of the early years provision and outcomes for children**

The centre places the promotion of equality of opportunity at the heart of all its work. Adults are highly effective in ensuring that all children are well integrated and the development of all children in relation to their starting points and capabilities is very good. They are highly successful in taking steps to close identified gaps in children's achievements. Consequently, the outcomes for children and their experience are positive. Adults have an exceptional knowledge of each child's backgrounds and needs. They effectively help children to learn about and understand the society in which they live. Furniture, equipment and resources are of high quality and sustainable for all the ages of children to support their learning and development. The environment is conducive to learning, staying safe and the deployment of staff is effective.

The exceptional organisation of educational programmes reflects rich, varied and imaginative experiences. Assessment is rigorous and the information gained, is used effectively to guide planning. Teaching is rooted in expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress. All records are shared with parents and carers and their observations are fully included, enabling staff to gain a picture of the whole child.

Staff are skilled and sensitive in their management of children and their behaviour. Children respond to plenty of descriptive praise and encouragement, raising their self-esteem and confidence to try things out for themselves without fear of failure, or share and care for each other. Aspects of the curriculum, such as communication, numeracy and development in information communication technology are very good. Children work well both independently and in groups. They enjoy using their imagination during role play activities, organising games which include dressing up as doctors and helpful police personnel. Children enjoy a wide range of activities both inside and outside and emphasis is placed on child initiated learning. Children develop their calculating skills, for example working out how many more blocks they need to make five when they already have three in place. They sing and dance, matching actions to the rhymes and songs or use their creative skills to make three dimensional models.

Children demonstrate an extremely good understanding about the importance of following good personal hygiene routines. They enjoy opportunities to make decisions for themselves with regard to healthy eating at snack and lunch time. In addition, staff make the most of incidental learning, encouraging children to build on their existing independent skills by washing up their own utensils and taking responsibility for themselves as appropriate. Children have innovative opportunities, both indoor and out, enabling them to gain a secure understanding about the importance of regular exercise as part of maintaining a healthy lifestyle. All children show a strong sense of security and feel safe within the setting. They show an excellent understanding of what standards of behaviour are expected and apply these in order to keep themselves and others safe.

## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*

*Grade 2 is Good: this aspect of the provision is strong*

*Grade 3 is Satisfactory: this aspect of the provision is sound*

*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met