

The Children's Centre

Canterbury College, New Dover Road, Canterbury, Kent, CT1 3AJ



Inspection date	1 March 2016
Previous inspection date	13 April 2015

The quality and standards of the early years provision	This inspection:	Good	2
	Previous inspection:	Requires Improvement	3
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

- Staff provide a good range of resources and activities to interest and engage children. Children are motivated to learn and make good progress.
- Staff monitor and track children's progress to identify and target any particular developmental needs. They plan effectively for children's next steps in learning and share this information successfully with parents.
- Children settle well and build good relationships with the staff and each other. Staff support children's emotional development well. For example, they offer individualised settling-in periods and find out about children's families and home backgrounds.
- Staff are good role models and work very well together. They teach children to understand the rules and boundaries; for instance, they remind them of the 'golden rules' of the setting. Children behave well and learn to respect and value each other.
- The manager reflects very well on the strengths and weaknesses of the nursery. She is very motivated and works closely with all staff and other agencies. She is committed to providing positive outcomes for children and families.

It is not yet outstanding because:

- Staff do not always provide opportunities during play for children to develop their early writing skills further.
- Children do not always have enough opportunity to use technology to develop a better understanding of the world.

What the setting needs to do to improve further

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

- strengthen opportunities for children to use technology in their play
- provide more opportunities for children to practise their early writing skills during the routines of the day, to promote their early writing skills further.

Inspection activities

- The inspector observed staff and children interacting together indoors and outdoors.
- The inspector spoke to parents and considered their written feedback.
- The inspector carried out a joint observation with the manager.
- The inspector looked at a range of documents, including policies and procedures, and evidence of suitability.
- The inspector held a meeting with the manager and the SENCO.

Inspector

Caroline Gibbons

Inspection findings

Effectiveness of the leadership and management is good

The new and enthusiastic manager has made significant improvements to the quality of the provision. She has worked closely with the local authority and the staff team to identify strengths and weaknesses. For example, she has provided coaching and support to develop staff skills and to improve the quality of teaching. The manager has also strengthened the assessment and tracking of children's progress. All previous recommendations have been met. Safeguarding is effective. Staff are kept up to date with new guidance and understand their role to safeguard children. They know whom to contact if they have concerns about the welfare of children.

Quality of teaching, learning and assessment is good

Staff promote children's communication and language very well. For example, they introduce new words, such as 'delicious' and 'entertainment', and pose questions to children to encourage them to think of the consequences of actions. For example, children are asked how they can ensure the ball travels further, prompting them to move obstacles out of the way. All staff have a good understanding of how to join in with children to extend their learning. For example, they count to 11 as the marbles travel from top to bottom, and negotiate how to build the train track. Staff promote children's creativity well. For example, children are encouraged to move resources between indoors and outdoors, to use real food during role play, and to explore paint with their hands.

Personal development, behaviour and welfare are good

Children learn about healthy lifestyles and the importance of fresh air and exercise. For example, they enjoy nutritious meals, help prepare healthy snacks and use physical skills, such as using the climbing frame outdoors. Staff use the environment well to extend children's understanding of the world. For example, they visit the library, farm and cafe on campus and take part in growing activities outdoors. Staff build positive relationships with parents and provide regular feedback about their children's activities and routines. Children's individual needs are highly considered; for example, staff provide opportunities for children to sleep and rest, and there is a communication area for children to explore their feelings sensitively.

Outcomes for children are good

All children make good progress in their learning in relation to their starting points. They are good communicators, and are confident within the routines of the setting and to ask for help when needed. Children are developing key skills, such as independence, to help prepare them for the next stage in their learning. For example, all children serve their own meals and make their own choices about what to play with. Older children manage their own personal needs well.

Setting details

Unique reference number	127100
Local authority	Kent
Inspection number	1012497
Type of provision	Full-time provision
Day care type	Childcare - Non-Domestic
Registers	Early Years Register
Age range of children	2 - 4
Total number of places	28
Number of children on roll	41
Name of provider	Canterbury College Governing Body
Date of previous inspection	13 April 2015
Telephone number	01227 811108

The Children's Centre registered in 2002 and operates in the grounds of Canterbury College, in Canterbury, Kent. There are nine members of staff, seven of whom hold appropriate childcare qualifications. The manager and deputy manager are qualified to degree level. The nursery is open from 8am to 6pm, Monday to Friday, for 47 weeks of the year. The nursery receives funding to provide free early education for children aged three and four years.

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