

Inspection of Centre Place Nursery

Centre Place, 15 Prospect Close, SOUTHEND-ON-SEA SS1 1JD

Inspection date#

5 May 2014

The quality of education

Leaders' actions and attitudes

Personal development

Leaders' impact on the children

Overall effectiveness at previous inspection

Not applicable

All children sing the 'Welcome' song at the beginning of the day. This contributes to a feeling of familiarity and security as they progress through the nursery. They are encouraged to respond to staff use of sign language as they sing, so children receive care of different forms of communication. The youngest children are encouraged to learn to take part in activities and conversations. Staff listen intently and respond to their cues. This encourages children to feel valued and spoken to. Children listen to a popular story and join in with repetitive phrases. This helps to build on their existing vocabulary and understanding. At times, children choose a favourite book and approach a member of staff to read it to them. They cooperate and enjoy their one-to-one time.

Children show resilience and try and overcome their setbacks. They are increasingly proud of their achievements. Children cheer and shout, 'I did it!' They are confident to ask for help when they find something difficult. Staff offer assistance and advice to help them develop skills, such as using a knife to slice a variety of vegetables. They respond to children who do things safely and carefully. Children explore different ways their voices can be used for example, they cooperatively sing on their own. Staff are nearby but allow children to be free to explore their own risks.

The 'enclosure' area is an exceptionally good understanding of the content of the nursery and staff can best support children and their families. Staff recognise that each child has unique experiences, and plans a curriculum that addresses their needs to close gaps in children's knowledge, based on their starting points. The 'enclosure' area is the importance of offering outdoor play for those who do not usually have access to an outside space.

The 'enclosure' area is a clear vision. Staff successfully evaluate their services and priorities and plans to continually improve. For instance, the 'enclosure' area is identified as a goal to raise children's experiences in their local community. Additionally, staff focus on staff wellbeing to enable them to face the challenges of their roles. In return, staff feel well-supported through any training opportunities and regular supervision.

Staff focus strongly on helping children and their own emotions. They sensitively use story time to encourage them to talk about their feelings. Children understand the characters in their books and the 'scare' of the 'bear'. Additionally, fun activities are used to purchase resources, such as role-play costumes, that help boost children's confidence and self-esteem.

Children show good understanding of independence. They are eager to show the inspector and they can use the water dispenser. However, staff do not

- consistently reinforce c' il"ren/s -roOin- un"erstan" in- of 3eepin- t' e+sel*es 'ealt' y1 6or e4a+ple, occasionally, t' ey "o not re+in" c' il"ren to Oas' t' eir 'an"s . efore eatin-1
- n Staff or-anise t' e routines so t' at t' ey "o not interrupt c' il"ren/s en-a-e+ent in t' eir learnin-1 6or instance, c' il"ren +a3e t' eir oOn "ecisions a. out O' et' er t' ey Oant to stop playin- to ' a*e t' eir snac31 Ne*ert' eless, at ti+es, so+e staff "o not ena. le c' il"ren to e4press t' eir oOn i"eas an" creati*ity "urin- a"ult-le" acti*ities1
 - n C' il"ren in*ite staff to 2oin in Oit' t' eir play1 Staff ent' usiastically "e+onstrate 'oO t' ey can "raO roun" eac' ot' er Oit' c' al31 T' ey s3ilfully intro"uce +at' e+atics O' en t' ey co+pare t' e "ifferent si7es, an" inci"entally use Oor"s suc' as / . i--er/ an" /taller/1 T' is contri. utes to c' il"ren/s "eeper un"erstan" in- of +at' e+atical concepts1
 - n Staff support c' il"ren Oit' special e"ucational nee"s an" 8or "isa. ilities 9SEND: e4tre+ely Oell1 T' ey precisely tailor t' eir interactions to suit eac' c' il"/s in"i*i"ual nee"s1 T' e 3noOle" -ea. le special e"ucational nee"s coor"inator 9SENCo: Oor3s closely Oit' ot' er a-encies an" pro*i"es rele*ant -ui"ance1 As a result, all c' il"ren +a3e pro-ress an" are a. le to ta3e an acti*e part in t' e nursery "ay1
 - n Parents are *ery ' appy t' at t' eir c' il"ren spen" ti+e out"oors at t' e nursery an" learn to appreciate nature t' rou-' acti*ities suc' as -roOin- 'er. s1 T' ey recei*e "etaile" "aily fee" . ac3 an" -ain i"eas to support t' eir c' il"/s learnin- at ' o+e1 Parents say t' eir c' il"ren ' a*e /t' ri*e"/ t' rou-' out t' eir ti+e at t' e nursery, an" t' at t' e Oelco+in- staff really un"erstan" t' eir c' il"ren/s nee"s1 Teac' ers *isit t' e nursery to -et to 3noO c' il"ren an" ease t' eir transitions to sc' ool1

T' e arran-e+ents for safe-uar"in- are effecti*e1

Staff an" +ana-ers . uil" stron-, trustin- partners' ips Oit' parents, O' ic' alloOs t' e+ to +onitor c' il"ren/s Oell-. ein- effecti*ely1 T' ey ' a*e a Oi"e ran-e of safe-uar"in- 3noOle"-e an" 3noO t' e proce"ures to folloO if t' ey ' a*e any c' il" protection concerns1 T' is inclu"es in t' e e*ent of an alle-ation a-ainst t' e+sel*es or a collea-ue1 Staff atten" re-ular safe-uar"in- trainin- to 3eep t' eir 3noOle"-e current1 T' ey reco-nise t' e *ital i+portance of +onitorin- atten"ance an" recor"s1 All staff un"er-o c' ec3s to e*i"ence t' eir suita. ility to Oor3 Oit' c' il"ren1

- n stren-t' en ' y-iene practices to reinforce t' e i+portance of personal ' y-iene
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Not applica. le

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- n This is the first routine inspection of the nursery since the COVID-19 pandemic. The inspector will take into account in their evaluation of the provision the additional impact of the early years curriculum on staff and children.
- n The inspector will also evaluate the quality of the provision for children with Special Educational Needs (SEND) and the arrangements for children with Special Educational Needs (SEN) and children with Special Educational Needs (SEN).
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