

Inspection of Monksfield Way Children's Centre Early Years Service

Claycots Primary School, Slough SL2 1QX

Inspection date:

5 November 2024

Overall effectiveness

Good

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Overall effectiveness at previous
inspection

Outstanding

What is it like to attend this early years setting?

The provision is good

Children are friendly, inquisitive and confident learners at this highly inclusive setting. They quickly form strong attachments with key staff who are very caring and kind. Staff get to know children and families well. This means that children settle with ease and build a true sense of belonging. When new children feel a little anxious, staff swiftly offer them plenty of reassurance and cuddles.

Staff create a stimulating learning environment, indoors and outdoors to captivate children's interests. For instance, they enhance older children's understanding of mixing colours when children decorate a large cloth on the garden fence. They experiment with blending different colours of paint together and notice that brown is often a common outcome. Younger children freely explore adding real vegetables into containers with different amounts of water and observe what happens. Experiences such as these support children's continual good progress.

Routines are well-established across the setting. Staff expertly use visual prompts to develop children's awareness of what is happening now and next, such as the need to wash their hands after being in the garden and prior to mealtimes. This arrangement is particularly helpful for children with speech delay and those who speak English as an additional language. Staff communicate their high expectations of positive behaviour through clear and simple instructions. Children's conduct is good. They respond in ways that help them get along with others and stay safe.

What does the early years setting do well and what does it need to do better?

- Children with special educational needs and/or disabilities are supported extremely well by leaders and staff. Leaders are alert to these children's emerging difficulties and respond rapidly to any gaps in their development. Timely referrals are made to the relevant agencies, such as paediatricians. The advice given forms part of children's personalised intervention plans. This can include, staff working diligently with targeted groups to improve their concentration and speaking and listening skills. The provider spends additional funding to effectively meet the needs of children who it is intended for.
- Staff skilfully support children to become confident communicators from an early age. They model key words appropriate to each child's stage of development. For example, with younger children staff say 'crush, crush', while using a pestle and mortar to release the smell of herbs. Staff encourage back-and-forth conversations whenever possible, such as when children help the chef slice peppers for lunch. They welcome children's contributions about food preferences, for instance, some say they dislike peppers as they are 'too spicy', while others state that peppers taste sweet and enjoy eating them.
- The setting is at the heart of the community, serving children and their families

very well. All children attending the setting are valued as unique individuals. Leaders and staff acknowledge many faiths, cultures and traditions. For example, parents are invited to share how they celebrate their religious occasions. Children taste traditional food from different cultures. These experiences help children to compare the similarities and differences between their own and others' ways of life, which helps them gain a better understanding of the diverse world we live in.

- During their free-play time, children eagerly immerse themselves in their explorative play. For example, they use spades to dig up sand and create many things. Children make up games together, such as competing to dig the largest hole. However, occasionally, when children play spontaneously, staff do not readily recognise the need for their active interaction to extend and broaden children's thinking.
- Leaders have designed an ambitious and sequenced curriculum that sets out knowledge and skills children need to learn at each stage of their development. Staff show awareness of this programme, regularly planning appealing activities related to children's interests and needs. For example, for children who prefer to be active outdoors, there are ample opportunities to practise their gross motor skills, such as balancing and climbing on obstacle courses. This shows children develop impressive physical skills. However, other curriculum areas are not always as well embedded. This is evident when staff do not consistently teach some aspects of early mathematical concepts.
- Relationships with parents are strong and trusted. Staff ensure that parents are fully informed of their children's busy day. As well as this, they share information about children's ongoing progress and what key staff are working on next. Parents state that they look forward to receiving photographs and videos of their children's 'wow' moments. They take on advice from the key persons to support their children's learning at home, such as receiving home learning packs. This combined approach promotes children's continuity of care and development.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

What does the setting need to do to improve?

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

- support all staff to more consistently recognise when to extend and challenge children's learning during spontaneous play
- strengthen and closely monitor staff's knowledge and skills in helping children gain a broader understanding of early mathematics.

Setting details

Unique reference number	EY541757
Local authority	Slough
Inspection number	10367789
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	40
Number of children on roll	44
Name of registered person	Slough Borough Council
Registered person unique reference number	RP541754
Telephone number	01753 578691
Date of previous inspection	25 February 2019

Information about this early years setting

Monksfield Way Children's Centre Early Years Service registered in 2016. It is situated in Claycots Primary School site in Slough, Berkshire. The provision operates Monday to Friday, from 8am to 4.15pm, all year round. There are six staff working directly with children, who hold relevant childcare qualifications from level 3 to level 6. The nursery receives funding to provide free early years education for children aged two, three and four years.

Information about this inspection

Inspector

Sonia Panchal

Inspection activities

- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The manager and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum on offer.
- The inspector spoke to children to find out about their time at the setting.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on children's learning.
- The inspector and the manager carried out joint observations of group activities.
- Parents shared their verbal and written views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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