

Inspection of Yew Tree Road Children's Centre Early Years Service

St. Marys C of E Combined School, Yew Tree Road, SLOUGH SL1 2AR

Inspection date: 11 November 2024

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are happy and settled, they separate well from their parents as they excitedly arrive with eagerness and smiles. Staff have nice bonds with the children and are good role models. Planning meets the needs of the children, and they engage well in activities of their choosing. Staff adapt these well to encourage all children to join in. For example, during a story time activity the children wanted to be outside. Staff adapt and move the activity into the garden.

Children show they know what is expected of them and behave well. Staff have high expectations for children and give them clear instructions which children follow well. Staff have excellent knowledge of the children and support them well. Children explore confidently and are building nice friendships. They play well alongside or with each other. If conflicts arise, staff support children to find solutions to these.

Children enjoy spending time outdoors. The well-planned garden provides children with new experiences. They show delight as they dig in sand and discover the hidden animals. Children excitedly run and jump to catch and pop bubbles. They laugh as they follow staff to move in different ways building on their physical skills. Staff use this opportunity to introduce new words to the children, such as, wading and leaping. These opportunities support children's growing vocabulary alongside their developing physical skills.

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

- Managers have good oversight of the setting and what they want children to achieve. They plan an ambitious curriculum which is reviewed regularly. They successfully adapt their approach, planning and environment to meet the needs of the children attending at the time. They recognise the needs of the children and families and plan accordingly to meet these.
- Staff are well supported and are happy in their roles. Leaders and managers support staff through effective supervision and staff meetings. This means staff continually develop their teaching. Staff attend regular training to support their ongoing professional development. As a result, children benefit from good quality teaching that supports them to progress in their individual development.
- Overall, communication and language is supported well. Staff recognise different methods to support children, such as using picture cards. They talk to children while they play and ask questions to help them think and extend their learning. However, on some occasions staff do not recognise when quieter children need encouragement to join in. This means, during these times, some children's learning is not as successful as it could be.
- Independence is supported well, and children are taught how to put their coats

and shoes on by themselves. They help to prepare their own snacks and tidy their spaces once they have finished. Children are praised for these achievements and show pride in being able to complete tasks for themselves.

- Mathematics is incorporated well into activities. Staff give children lots of encouragement to count and explore the different sizes and shapes of everyday objects. This is implemented very naturally while the children play. Staff sing counting songs to the children and provide activities that introduce children to measuring and weighing. For example, children concentrate as they count how many cups of water fill the larger jug.
- Staff teach children about healthy eating and the importance of good oral hygiene. They provide children with healthy snacks and parents are supported to understand what makes a healthy lunch box. Daily sessions to brush their teeth further supports children's growing understanding of keeping themselves healthy.
- Staff work closely with families to help support children with special educational needs and/or disabilities. They support parents to make referrals to other agencies to ensure that children and families get the support they need in the quickest time possible. This means all children make good progress.
- Parents report that their children are happy and excited to come, they say that the settling in sessions work well and are adapted to meet the child's needs. Parents receive updates on what their children have been doing. Staff regularly invite parents into the setting to observe story times or for special occasions and celebrations.

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:

- strengthen the consistency of staff interactions to ensure all children experience the same high-quality interactions, particularly less confident children to take their learning to the highest level.

Setting details

Unique reference number	EY541762
Local authority	Slough
Inspection number	10367305
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 at time of inspection	2 to 4
Total number of places	16
Number of children on roll	28
Name of registered person	Slough Borough Council
Registered person unique reference number	RP541754
Telephone number	01753 527571
Date of previous inspection	4 February 2019

Information about this early years setting

Yew Tree Road Children's Centre Early Years Service registered in 2016. It is linked to St Mary's C of E School in Slough. The setting is in receipt of funding for the provision of free early education for children aged two, three and four years. It is open on Monday, Wednesday, Thursday and Friday, term time only. Session times are from 8.45am until 4.15pm. There are four members of staff who work with the children, all of whom are qualified at level 3 to level 6.

Information about this inspection

Inspector
Nicky Butler

Inspection activities

- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.
- Children spoke with the inspector during the inspection.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector spoke with the nominated individual/registered individual about the leadership and management of 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 manager showed the inspector documentation to demonstrate the suitability of staff.

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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