

Inspection of Always Growing Cippenham

The Youth Centre, 11 Elmshott Lane, Slough, Berkshire SL1 5QS

Inspection date: 1 December 2022

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Overall effectiveness at previous inspection	Not applicable

What is it like to attend this early years setting?

The provision is good

Children enjoy coming to this warm and inviting setting. They enter well and greet friends, excited to play with the varied resources on offer. Children benefit from a range of activities that appeal to their age and stage of development. For example, children use glasses, china plates and have real life utensils and props in the imaginative play area. They re-enact their experiences from home and learn to take care of resources.

The motivated staff team have created a stimulating outdoor area and children delight in playing here. For example, they climb and slide, ride tricycles and scooters, and explore natural materials, such as mud and sand. Children bring their own ideas to their play. For example, they draw 'monsters' on a white board and encourage the staff to copy their artwork. This is then extended by the staff to develop children's understanding of number and counting. Children count eyes, hands and fingers as they draw and take great delight in their creations.

All children behave very well and become pleased with their own achievements. They begin following simple and more complex instructions and have a clear, embedded routine. Staff are good role models and use plenty of positive reinforcement and praise to manage children's behaviour.

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

- The leader and the special educational needs coordinator work with other professionals, family members and the children's key person well. This ensures children with identified delays in their learning receive targeted support in a timely manner. In addition, key persons know their key children well and implement strategies that help them reach their full potential. This allows all children to thrive and make good progress.
- Children have good opportunities to learn about different cultures and backgrounds. Staff arrange a variety of celebrations and events to help children to understand about their similarities and differences. Staff support children well to develop respectful attitudes about other people's lives that are different to their own.
- Literacy is a key part of children's learning. For example, children sing songs and discuss their day. Staff talk to the children constantly, ensuring the environment is language rich. However, they do not always use questioning effectively and capture opportunities to extend children's learning when they arise.
- Staff recognise that many children had fewer opportunities to socialise, due to COVID-19 national lockdowns. In response, they offer lots of gentle and clear support as children learn the skills of sharing and playing cooperatively.
- Key persons share information with parents about children's care routines and

daily activities they enjoy. Parents comment positively about the provision. They say that their children have formed trusting relationships with the staff and are settled and happy. However, key persons do not fully offer guidance for parents to help them continue their children's learning at home.

- The providers have a clear vision for ongoing improvements for the setting. They frequently discuss strengths and areas for improvement during staff meetings. The providers regularly seek the views of staff, parents and children. Regular supervision, ample opportunities for discussions and frequent training help staff to feel valued and supported in their work. This helps to raise staff's morale and improves outcomes for children. The providers follow robust recruitment and induction procedures. This helps to ensure that all staff are safe and suitably qualified.
- Staff strongly promote children's love of books. They choose specific books to focus on each day, which relate to the curriculum and children's present interests. Children love to recall stories, such as 'The Gingerbread Man', when making shapes with play dough.
- Children are well prepared for their next stage of learning. They are supported through each stage, including starting school. Staff work in partnership with future nurseries and schools to ensure smooth transitions when children move on.

Safeguarding

The arrangements for safeguarding are effective.

Managers and staff understand their roles to safeguard children. They can recognise the different types of abuse and the signs and symptoms that may indicate that a child is at risk of harm. They know procedures regarding allegations made against a staff member and who to contact in such an event. Staff undertake safeguarding training to ensure their knowledge is up to date. Staff ensure the resources and equipment are well maintained. Managers ensure there are robust recruitment procedures, and leaders carry out appropriate checks to ensure staff are suitable to care for children.

What does the setting need to do to improve?

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

- use questions more effectively and capture opportunities to extend children's learning when they arise, particularly during group times
- review ideas and guidance to help parents continue their children's individual learning at home.

Setting details

Unique reference number	2603988
Local authority	Slough
Inspection number	10251637
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	36
Number of children on roll	29
Name of registered person	Always Growing Together Community Interest Company
Registered person unique reference number	2603987
Telephone number	07758225181
Date of previous inspection	Not applicable

Information about this early years setting

Always Growing Cippenham registered in 2020. The setting operates from a hall belonging to the Baptist Church in Cippenham, near Slough, Berkshire. The setting is open Monday to Friday from 9am to 3pm during term time only. There are seven staff, of whom five hold relevant early years qualifications at level 3. The setting provides funded early education for two-, three- and four-year-old children.

Information about this inspection

Inspector

Chris Lamey

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector viewed the provision and discussed the safety and suitability of the premises.
- The provider, the curriculum lead and inspector completed a learning walk together of all areas of the setting and discussed the early years curriculum.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- 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 carried out a joint observation of a group activity with the leader.
- Parents and carers shared their views of the setting with the inspector.

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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