



Eglinton Early Years Centre

Inspection report for early years provision

Unique Reference Number	EY286665
Inspection date	21 July 2006
Inspector	Beverly Hallett
Setting Address	Eglinton Infant School, Paget Rise, London, SE18 3PY
Telephone number	0208 854 6917
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Registered person	London Borough of Greenwich
Type of inspection	Childcare
Type of care	Full day care, Out of School care

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Eglinton Early Years Under Three's Centre and Breakfast Club are situated in Eglinton Primary School in the Woolwich area of Greenwich.

The under three's centre opened in 2004 and operates from a purpose-built building. A maximum of 24 children may attend the under three's centre at any one time. The centre is open each weekday from 08.00 to 18.00 for 48 weeks of the year. All children share access to a secure enclosed outdoor play area.

There are currently 32 children aged from three months to three years on roll. Children come from the local community. The centre currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 13 staff. Of these, 10 staff, including the manager hold appropriate early years qualifications. Two staff are working towards a qualification.

A maximum of 24 children may attend the under five's breakfast club at any one time. The breakfast club is open each weekday, term time only from 08:00 until school starts at 09:00.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's good health is suitably promoted. Daily cleaning routines are of a good standard and ensure the environment is clean and healthy for children to play in. Children are learning about some aspects of personal hygiene as they are encouraged to wash their hands before eating and after playing outside.

Children enjoy a good range of healthy and nutritious foods at snack and lunch times. The weekly menu offers good variety and is based on healthy eating guidelines. The setting uses the Jamie Oliver menu's introduced throughout Greenwich. All meals are based on fresh fruit and vegetables and contain some foods which introduce cultural diversity, for example vegetable and chicken curries. Children's special diets are catered for and they are offered water to quench their thirst throughout the day.

Children enjoy using the garden every day. The garden is set up to offer an extension of the indoor environment as well as some physical play. The children water the flowers in the garden, dig in the sand pit and play hide and seek in the tent, choosing freely between indoor and outdoor play.

Staff are beginning to use the Birth to three matters framework to support children's development.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children play in a bright, airy and stimulating environment, which offers sufficient space for them to participate in an appropriate range of activities. Toys and resources are of a suitable design, in good condition and there is a good range and variety to support children's learning in all areas.

Good precautions are taken to prevent accidents within the setting, for example the use of regular risk assessments. Security within the building is excellent and entry systems ensure children are not at risk from unauthorised people gaining entry to the main building or areas within the building. Staff are well deployed and vigilant, ensuring children are kept safe but still able to explore their environment freely.

Suitable policies and procedures support staff in protecting children in case of child protection concern and staff are aware of their roles and responsibilities in protecting children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy to be at the setting and enjoy their time exploring the activities on offer. Children separate positively from their carers showing they are confident, and have made trusting relationships outside the family environment.

Children are occupied throughout the day as activities and experiences suitably cover all areas of learning. Children have the option to play with a good range of activities. These are set out and changed by staff at regular intervals throughout the day, enabling children to make some independent choices about their play. They enjoy exploring sand and water, pretend playing with dolls in buggies, and watering the sunflowers in the garden.

Staff are developing their use of the Birth to three matters framework to observe and develop the progress of the children in the under three's centre. However, there is some confusion as labels in some areas of the room reflect the foundation stage curriculum rather than the Birth to three matters framework aspects and components. For example, language such as role play and maths area are present.

Children who attend the breakfast club enjoy a very relaxed and social atmosphere. Staff sit and chat gently with the children providing a warm and secure environment in which children can begin to develop strong relationships. Children have a gentle introduction into the wider community of the school as teaching staff stop and chat to the children as they walk through the breakfast area into the main school.

Helping children make a positive contribution

The provision is satisfactory.

Children show a sense of belonging when they share their experiences about their family and friends. Children's self-esteem is fostered as staff praise them and recognise their achievements, for example when they tidy up or complete a task.

However, staff's expectations of children's behaviour is sometimes too high. For example, expecting children to sit up straight in a large group for story times. In addition, some strategies used to manage children's behaviour, for example time out, is not appropriate for children under three.

A strong partnership with parents supports children's sense of belonging in the centre and their consistency of care. Parents are warmly welcomed into the daily life of the centre and can spend much time settling their children before leaving them in the care of the staff.

Organisation

The organisation is satisfactory.

The provision meets the needs of the range of children for whom it provides.

Children are cared for by suitably qualified staff who have been appropriately vetted, due to effective recruitment procedures. Induction training, policies and procedures work well in practice, ensuring the efficient and safe management of the nursery. Staff have a good knowledge and understanding of child development which enables them to meet children's individual needs appropriately.

Children's safety is supported by essential and appropriate written policies and procedures. However, some are the main school policies and need developing to ensure they are specific to the under three's centre and support best practice in caring for young children.

Improvements since the last inspection

Not applicable

Complaints since the last inspection

There have been no complaints made to Ofsted since registration.

The provider is required to keep a record of complaints made by parents, which they can see on request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- develop staff's awareness of suitable positive behaviour management strategies to use with under three's and ensure the written policy reflects this good practice
- develop staff's understanding and implementation of the Birth to three matters framework
- develop the centre's individual policies to ensure they meet the requirements of the national standards and support best practice in caring for children under three

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2599) which is available from Ofsted's website: www.ofsted.gov.uk