



London Borough of Hillingdon, Nestles Avenue Children's Centre

Inspection report for early years provision

Unique Reference Number	139176
Inspection date	12 December 2006
Inspector	Jane Nelson
Setting Address	Nestles Avenue, Hayes, Middlesex, UB3 4QA
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Registered person	London Borough of Hillingdon
Type of inspection	Integrated
Type of care	Full day care, Crèche

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 AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Nestlé's Avenue Children's Centre, became a children's centre in June 2003. It was previously known as Hayes Neighbourhood Nursery and Early Years Centre and the premises have been in use as a local authority day nursery since 1944.

The centre operates from a single storey building and is registered to provide full day care for 95 children under five, and sessional care for 12 children under five in the crèche. There are a total of five play rooms in the full day care provision, all play rooms have access to safely enclosed outdoor play space. The crèche is located in one room in another area of the building and provides sessional care for parent/carers attending workshops or training on the premises. There are designated bathroom areas for all children. The centre also has kitchen facilities, a community room, office, staff facilities and an interview room.

There are currently 75 children from six months old to five years, on roll in the full day care provision. This includes 21 children aged three and four years old who receive funded education. Children attend for a variety of sessions.

The centre serves families from the London Borough of Hillingdon and the local community. It is owned and managed by the London Borough of Hillingdon Education and Children's Services. The centre accommodates children placed by the local authority and private/ subsidised places. The centre supports children with learning difficulties, disabilities and who have English as an additional language.

The full day care setting is open Monday to Friday from 8:00 to 18:00 for 52 weeks of the year. It closes for public holidays and for three in service training days. The crèche times of opening are dependant on workshops and training being provided.

Thirteen full time and seven part time staff, excluding the manager, deputy and centre coordinator, work with the children. All staff are qualified to NVQ Level 3, or an equivalent child care qualification. A qualified teacher is employed at the centre on a part time basis. The provision receives on going support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's good health is promoted well. They have good opportunities to develop physical skills and enjoy daily exercise, such as outdoor play in the garden. For example, younger children use sit and ride toys and are gaining confidence in using small climbing apparatus. Older children have access to a good range of activities and equipment that encourage their physical development such as bikes, scooters and climbing apparatus. Well planned shaded areas in the garden ensure children are protected from the sun in hot weather. Children enjoy a dancing activity inside, they have fun dancing and moving their bodies to music while playing with balloons.

Children receiving funded education, benefit from well planned outdoor play. They are able to move freely between inside and outside during certain times of the day. This means they can choose where to play, and are able to take equipment with them, which increases their independence. Children have fun playing outside, for example, they enjoy blowing bubbles and watching them float away, and are learning to navigate and gain an awareness of space when riding bikes in the garden. Children have opportunities to run and climb and use large equipment such as a climbing frame. There are many good opportunities for children to develop their fine motor skills as they pick up, release, arrange, and thread objects. For example children thread pasta onto strings and pick up small sequins when making tree decorations.

Children enjoy a healthy and nutritious diet of freshly prepared food, such as tuna quiche and beef pasta. They have fresh fruit as their daily snack, and children talk about which fruits they like best. Meal and snack times are used well to encourage children's social and language skills. Conversation is encouraged by staff who sit with the children and eat their lunch. Older children

are increasing their independence when helping to pour drinks and serve themselves with some foods at lunch time. Menus are attractively displayed encouraging parents' and carers' interest and asking them for their own recipes and suggestions for meals.

The risk of infection to children is minimised by the setting's clear policy regarding children not attending when they are unwell or infectious. Staff follow good hygiene procedures such as wearing disposable gloves and aprons when changing children's nappies. Children are learning to take responsibility for their own hygiene, through their daily routine, for example washing their hands before eating, after using the toilet and after activities. Children's health is protected well by staff's awareness, for instance, a member of staff notices a child feels hot and takes their temperature, which is normal, so no further action is needed. Accidents and administration of medication are recorded appropriately, ensuring that information is shared with parents.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are cared for in a generally safe and secure environment where they are well supervised by staff. They have access to well planned space, which means older children can move around and use equipment on the floor and at tables safely. Children play safely using a good range of toys and equipment that are safe, in good condition and well maintained. Children are learning to take responsibility for their own safety, for example, when staff remind them to be careful when moving around, during play and with each other.

Babies have access to clear floor space in one area of the room, which provides opportunities for them to gain confidence with mobility safely. Sitting rings provide support for non mobile babies. Young children are well supervised by staff, which ensures their safety, however risk assessments in some areas are not fully effective in identifying and minimising potential hazards. For example, there are times during the day, when chairs which are not in use, are stacked in areas of the rooms used by babies and younger children.

Rooms where older children are cared for are well organised and resourced to ensure children's safety. Equipment and play materials are stored at children's level, enabling them to help themselves and use equipment on tables or on the floor safely. Children are reminded and encouraged to use equipment such as scissors and hole punches safely.

Children's welfare is protected well, by the centre's clear policies and staff awareness of child protection issues and the procedures to follow if they have concerns.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the centre. They arrive happy, are pleased to see each other and staff and separate well from their parents and carers. Children are interested and involved in the good range of interesting activities and experiences that are provided and which encourage their development. They are supported well in their play and learning by good interaction from staff, who know the children well, and ensure they plan and provide a range of experiences to meet their individual needs.

Babies are happy and involved in their play and activities. They enjoy close and affectionate interaction from staff and are well supported in their play which encourages them to explore and investigate their environment. They crowd around a member of staff and laugh as they and the member of staff blow bubbles. One child shows another how to blow through the wand and they laugh when the bubble floats away. A baby is well supported by a member of staff in their first experience of holding a paint brush, and feeling the paint on their fingers. Children respond to staff and other children arriving by saying 'hello'. The organisation of space and implementation of the birth to three matters curriculum, in the baby room, is not yet fully developed. This means, there are times, when space is not used to its full potential to encourage children's exploration and independent mobility.

Younger children have access to a good range of activities and experiences which encourage their development. They enjoy building a tower together from mega blocks and feeling the sticky glue on their fingers when sticking shiny shapes and sequins onto tree decorations. Children enjoy the familiar story of 'We're going on a Bear Hunt', they listen and join in with actions and familiar phrases. They have great fun dancing to music and hitting balloons into the air.

Nursery Education.

The quality of teaching and learning is good. Staff have a good knowledge and understanding of the curriculum and what they want children to learn from the activities provided. They plan well, taking individual needs into account and using their observations of children's development. Staff support children well in their learning, they use questioning and continual language, talking about what they and the children are doing and giving clear explanations. For example, encouraging a child to continue with their counting of objects in a number puzzle. Staff plan and provide a good range of activities and experiences to encourage children's learning, such as visits to the local car wash which the children then recreate in the garden, and visits to the local Mosque and Church. The outdoor area is used well to extend the curriculum and enrich children's learning. For example, a good range of materials such as large wooden building blocks, clip boards with pencils, and books are available outside. Future plans to redesign and improve this area will further enhance children's learning.

Children have many good opportunities to write and mark make. They recognise letters in their names and on the computer keyboard. Children enjoy writing in word patterns and mark making, for example, a child sits at the writing table for some time practising letters and showing their writing to staff. The child points out which writing is theirs on a display, taking pride in their achievement. Children listen intently to stories being read by a member of staff, and join in a discussion about Spot's Christmas. A small group of children listen to a story on a compact disc, and laugh when the narrator's voice changes, with the character's emotion. Children have access to a good range of interesting books which they use independently. They make themselves comfortable, sitting on small settees in the book area, and look at books, discussing the illustrations and stories.

Children are gaining confidence in using numbers. They have many opportunities to recognise and understand numbers in the environment, for example displaying numbers on a washing line, and throwing bean bags into corresponding numbered buckets in the garden. They count

the number of objects in a number puzzle and talk about how old they are. Children sort objects into type and size and talk about their favourite colour.

Children are interested and motivated to learn as they persist at activities such as writing and mark making. They are gaining independence and confidence as they help pour drinks, are able to decide when to play outside, help themselves to equipment, and serve themselves at lunch time. Children are learning about the world they live in. They learn about growth when planting seeds and digging in the garden and observe living things during a visit to a bunny farm. Children use the computer confidently, they operate the computer mouse, use telephones and show how a toy works by switching it on, and talking about what happens when they do so.

Children interact well with each other and staff, they enjoy looking at books together and showing each other the pictures, chatting while they play and at lunch time. Children build and construct with a variety of materials and have good opportunities to build and design with large wooden bricks in the garden. They explore the texture of fine sand as they spoon and pour sand through a water wheel. Children have access to a good range of resources that encourage their imagination, such as well equipped home areas inside and outside, a selection of play people and figures and activities such as recreating their own car wash in the garden. Children have great fun practising Christmas songs for a performance, they all join in singing the familiar songs and applaud themselves at the end of each song.

Helping children make a positive contribution

The provision is good.

Children are busy and interested in their play and activities. They behave well and benefit from clear explanations and knowing what is expected of them. Children's achievements are valued and praised and positive strategies are used such as, 'our rules', which uses photographs to encourage good listening, speaking and looking. This helps children's understanding of what is kind and acceptable behaviour.

Children are learning about the world they live in and the beliefs of other people. They are developing a positive self-image as they use a range of resources and play equipment that reflect differences and diversity positively. Children benefit from well planned activities and visits to places of interest such as the local Mosque and Church, which broaden their understanding of the world in which they live. Their creative work, photographs and writing are attractively displayed and praised, which helps children take pride in their achievements. This positive approach fosters children's spiritual, moral, social and cultural development.

Children with English as an additional language are supported well. For example, staff use constant language talking about what they and the children are doing, and what happens next, and give clear explanations. There are times during the day when some children work in a small group with a member of staff, such as listening to an audio compact disc, which enables children to increase their understanding and language skills.

The partnership with parents is good. Good systems are in place to encourage parents involvement in their children's learning. For example regular workshops are held and information about the Foundation Stage is displayed. However not all parents are able to or take up the

opportunity to attend practical workshops. Information is shared with parents daily and systems such as regular review meetings with parents, provide more formal opportunities for parents and staff to discuss children's development.

Parents are happy with the care their children receive and generally, with how information is shared. Good communication between parents and staff is encouraged, for example, daily verbal discussion takes place, which helps to ensure children receive continuity of the care they receive at home. Written daily diaries are maintained for babies, detailing activities, play, their sleep, feeding and nappy changing patterns, which means parents are aware of what their baby has been doing during the day. Parents' and carers' involvement in the centre is encouraged through practical strategies, such as daily discussion, inviting suggestions for meal recipes and having a suggestion box in the reception area.

Children with learning difficulties or disabilities benefit from close one to one support from staff who know their needs well. For example, a child finding it difficult to remain sitting once snack is finished, is asked if they want to go outside to play with a member of staff. A picture system, using photographs of familiar key objects, is used to aid a child's communication and enable them to make choices.

Organisation

The organisation is good.

The setting is very well organised with a clear management structure and clearly delegated responsibilities. A centre coordinator is employed, in addition to the manager and deputy, whose responsibilities include managing the waiting list at the setting. The necessary policies and documentation are in place and written records are clear and well organised, providing the necessary information to meet children's needs.

The staff team work well together, they interact well with children and provide a good range of activities and experiences for children. Staff are well deployed to ensure children's safety and wellbeing and are clear and flexible about their roles. They have good access to ongoing training with the local authority, to increase and update their childcare knowledge.

The setting is well resourced, with generally, well organised space and a good selection of interesting equipment and play materials, which encourage children's development. There are times, when space is not used to it's full potential to encourage babies exploration and independent mobility.

The leadership and management is good. Staff have a good understanding of the foundation stage curriculum and are implementing this well to enhance children's learning. Staff provide an interesting and varied range of activities, equipment and experiences that encourage children's interest and involvement. Good systems are in place to monitor the quality of teaching both internally and through advice for the local authority. The setting is meeting the needs of the range of children for whom they provide.

Improvements since the last inspection

During the last education inspection the following recommendations were made;

ensure staff provide more challenges for the children in all areas of learning through teaching strategies and activities and by ensuring resources are appropriate. Ensure staff promote and encourage the children's independence. Ensure staff include the programme for out door play in the planning process.

The setting has employed an Early Years Teacher who together with the staff team oversee and plan the curriculum. This now ensures children are sufficiently challenged and have access to a good range of varied resources. Staff promote and encourage children's independence by making sure they can access resources and equipment easily and choose what to play with and where to use equipment. The outdoor environment is well planned and resourced with a range of equipment and play materials that extend children's learning. Redesign and redevelopment of the outdoor area is planned, by the setting, which will further enhance children's learning.

During the last care inspection the following action was set: Inform Ofsted in writing of any significant event, including serious injury. The following recommendations were made: Ensure all areas of the nursery offer suitable activities for the children and encourage independence. Ensure safety and hygiene procedures are regularly reviewed.

The setting has a clear procedure in place and implemented, to ensure that Ofsted are informed of all significant events. A good range of suitable activities are now provided for children and their independence is encouraged by, for example, children being able to make choices about what to play with. Safety and hygiene procedures are in place and generally good procedures are followed. The setting's risk assessment is not currently fully effective as a potential hazard has not been identified. However children's safety is protected by close supervision from staff.

Complaints since the last inspection

Since 1 April 2004 there have been no complaints made to Ofsted that required the provider or Ofsted to take any action in order to meet the National Standards. 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 AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are good.

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):

- ensure risk assessments are fully effective in identifying and minimising potential hazards
- develop the implementation of the birth to three matters curriculum, and review organisation of space and resources in the baby room to encourage children's exploration and independent mobility

The quality and standards of the nursery education

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

- continue the development of strategies to involve all parents in their children's learning.
- continue the development of the outdoor area, to further enhance children's learning

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