



## Little Ilford Learning Zone

Inspection report for early years provision

<b>Unique Reference Number</b>	EY330532
<b>Inspection date</b>	20 November 2006
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<b>Registered person</b>	London Borough of Newham
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	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](http://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?

Little Ilford Learning Zone crèche is managed by the Community Education and Youth Service of the London borough of Newham. It opened in 2006 and operates from two group rooms on the ground floor of a purpose built building. It is situated in Manor Park, in the London borough of Newham, in a residential area close to local amenities.

A maximum of 20 children may attend the crèche at any one time. It is open each weekday from 09:30 to 12 noon and from 13:00 to 15:30 term-time only. All children share access to a secure enclosed outdoor play area.

There are currently 42 children aged from two to under five years on roll. Children come from a local catchment area. The crèche currently supports children who all speak English as an additional language.

The crèche employs two staff. One of the staff, who is the manager, holds an appropriate early years qualification.

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is satisfactory.

Children are developing a satisfactory understanding of how to follow effective personal hygiene routines. They know, for example, to wash their hands before snack times and after undertaking arts and crafts activities and playing with the sand. Also they know to wear hats when playing with the sand, and readily put aprons on when painting. Practitioners promote satisfactory hygiene procedures. The premises, equipment and furniture are clean and well-maintained. Practitioners wipe tables before snack times and they comply with suitable nappy changing procedures. However, the area used for the preparation of food and drinks is also used for preparing and cleaning arts and crafts resources. Also bars of soap are provided for hand washing, and these practices do not sufficiently protect children from cross-infection.

Children's good health is well promoted by the provision's implementation of suitable sickness policies and procedures. Details of illness, infection and associated exclusions are displayed, and children are encouraged to put their hand over their mouth when they cough. Children can expect to be treated appropriately in an emergency situation and if they have an accident. First aid supplies are easily accessible and both practitioners have current first aid qualifications. Accident records are completed, with parents' signatures and confidentiality maintained. Required consents are in place, including emergency procedures, which enables practitioners to respond to situations effectively and without delay.

Children engage in a satisfactory range of physical activities. The routine of the session incorporates use of the outdoor area. Resources and equipment are still being developed in order to provide sufficient physical challenge for all children.

Children eat a snack which generally consists of healthy eating options, however, this is not sufficiently varied and consistently nutritious. Also, drinks are not consistently available throughout the session. Children's individual dietary needs are known and met. They happily chat when eating the snack, and these times present opportunities for them to extend their social and communication skills.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is satisfactory.

Children pursue their activities in a bright and welcoming child centred environment. They are able to move around safely, freely and independently due to the effective organisation of space and resources. The toilets are situated adjacent to the playroom, which ensures ease of access and good supervision. Children are kept fully secure, with the playrooms having controlled access, and there is good visibility to see visitors. The outdoors has high fencing and is fully safety surfaced, keeping children safe and secure when using this area.

Furniture, equipment and toys are well maintained, which promotes children's safety and comfort, with resources stored in robust containers. A daily risk assessment schedule is displayed, however, no written records are kept to ensure consistency and comprehensiveness of checks. The premises provide a safe environment with the practitioners diligently providing effective supervision. Practitioners demonstrate clear and consistent boundaries to help children learn about rules and keep them safe, for example, to sit properly on their chairs and to watch their heads when under the table. Practitioners intervene to ensure children's safety at appropriate moments through careful observation and monitoring of children's movements. Children are well protected in case of fire. All relevant signage and fire fighting equipment is in place, fire evacuation procedures are displayed and fire drills take place regularly and are recorded.

Both practitioners have a secure understanding of their roles and responsibilities with regard to child protection, which ensures children's welfare is safeguarded. They have undertaken training, have knowledge of signs and symptoms, and know how to record and refer any concerns. They do not, however, have the up to date guidance documentation on safeguarding children. Both practitioners are vetted, and an appropriate collection of children policy and procedure is implemented.

### **Helping children achieve well and enjoy what they do**

The provision is satisfactory.

Children generally happily pursue their chosen activities. They have opportunities to participate in different sized groupings, as well as play independently. The good range of resources effectively support children's development and learning. There are good opportunities for mark making, and pursuing a range of arts and crafts, with a creative adult led activity normally provided each session. Children enjoy story time and looking at books. They make connections, for example, when looking at a book about the jungle they compare the images on the page with the nearby model animals. They concentrate well and are interested in their play, for example, one child shows determination and good hand eye co-ordination when building a tower with cotton reels. Children develop ideas and use their imagination when they participate in role play scenarios. One of the group rooms is set up for this type of play. Children enjoy pretending to be doctors and learn about health and bodily awareness when they use the stethoscope and put bandages on their fingers. Children have opportunities to explore and investigate using natural materials such as sand and water.

Long term planning is limited. A weekly planning sheet is produced, in line with the areas of learning associated with the Foundation Stage curriculum. However, outcomes for children under three as identified in the Birth to three matters framework are not incorporated into planning activities for younger children. Also formalised observations and assessments are not routinely undertaken on individual children and, therefore, do not feed into the planning process.

## **Helping children make a positive contribution**

The provision is satisfactory.

Practitioners have good knowledge of children's backgrounds which effectively meets their individual needs. Communication with children who speak English as an additional language is assisted by the manager speaking a range of community languages. Children become aware of the wider society as they explore a range of festivals and religious and cultural traditions, including those relating to Eid, Chinese New Year and Diwali. However, resources depicting cultural diversity, as well as disability, to support activities are limited, restricting opportunities to further develop children's knowledge and understanding of these areas. Both girls and boys are encouraged to participate in all activities to broaden their range of experiences.

The provision demonstrates a positive attitude to promoting an inclusive environment. Close liaison with parents and outside agencies would take place if caring for a child with a learning difficulty or disability, however guidance documents relating to codes of practice are not readily available to ensure correct procedures would be followed.

Children are very well behaved and settle well when they arrive at the provision. They share and co-operate well with others when playing. They readily comply with instructions, for example, putting on an apron when painting at the easel, and helping when it is "tidy up time". Practitioners act as positive role models and children learn to understand right and wrong through consistent boundaries and age appropriate management of behaviour. Children are routinely and consistently praised and their contributions are valued. This enhances their self esteem and confidence.

Parents are able to settle their children and there is an open door policy in operation. All required information is gathered about the children and parents' wishes are adhered to in the care of their children. Posters around the playroom display information for parents about the provision, including some of the policies and procedures. However, verbal and written information given to parents about their child's experiences is sometimes limited and written materials are not translated into different languages to enhance communication.

## **Organisation**

The organisation is satisfactory.

The crèche manager has responsibility for day to day management. She works on behalf of the London borough of Newham's youth and education services to provide childcare facilities for students on courses elsewhere in the same building. The manager has relevant qualifications and experience in childcare and has attended a range of courses to develop her practice. Regulations are known and adhered to. She is well supported by the deputy, who has many years experience, but is not qualified in childcare.

Both practitioners work well together and have a clear understanding of their roles and responsibilities. Required ratios are adhered to at all times and a pool of relief staff can be tapped into if needed. An induction procedure is implemented for new staff. The organisation of space and resources is suitable for providing for children's play and learning needs.

Satisfactory record keeping systems are implemented. All required information is kept, and stored in a manner to protect confidentiality. There is a satisfactory range of policies and procedures and an appropriate complaints procedure is in place. The attendance record contains information of times of arrival and departure. The setting meets the needs of the range of children for whom it provides.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

Since registration 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**

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):

- provide an exclusive food preparation area which is clearly designated for this purpose
- ensure snacks are varied and nutritious and that children have access to drinking water at all times
- develop the system for undertaking regular risk assessments to ensure daily checks are consistent and comprehensive
- develop planning systems which incorporate the needs of individual children and includes outcomes for the younger children in line with the Birth to three matters framework
- extend activities and resources to increase children's knowledge and understanding of differing cultural traditions as well as disability
- extend opportunities to communicate and exchange information with parents to develop effective partnerships

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](http://www.ofsted.gov.uk)