



Queensborough Community Childcare Centre

Inspection report for early years provision

Unique Reference Number	135079
Inspection date	04 October 2006
Inspector	Amanda Shedden
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Registered person	Westminster Childrens Society
Type of inspection	Integrated
Type of care	Full day 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 AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

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

The quality and standards of the nursery education are outstanding.

WHAT SORT OF SETTING IS IT?

Queensborough Community Childcare Centre opened in 1968. It is one of the nursery's under the umbrella of the Westminster Children's Society.

It operates from one main room, with two additional rooms and enclosed garden area, in the basement of a block of flats in Bayswater. The nursery provides a service for families from the local community, which includes placements funded by Social Services.

The nursery is registered for 30 children aged from two years. At present there are currently 25 children from 2 to 5 years of age on roll. This includes 11 of whom are funded 3 year and 4 year olds. Children attend for a variety of sessions. The setting has experience of supporting children with special needs and who speak English as an additional language.

The group opens 5 days a week 51 weeks of the year. Sessions are from 08.15 until 17.45.

Six full-time and two part-time staff work with the children, all but one has an early years qualification. One staff member is currently working towards a recognised early years qualification.

The nursery receives support from a speech therapist and other agencies to support the care and education of the children. The setting has been accredited with the Camden and Westminster Quality Assurance scheme. They are part of the Queensway Children's Centre Group.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is outstanding.

Children benefit from a nutritious diet because the staff and cook have an excellent understanding of healthy eating. All food is freshly cooked using healthy ingredients such as pulses, whole-wheat flour and homemade tomato sauce for pizza's. The cook provides an imaginative range of meals and snacks suitable for individual children's needs. The range of foods include Audki pie, fresh pineapple and strawberries. The crockery is colour coded to ensure that children with special dietary requirements are not given foods by mistake. Meals are sociable times, the tables are laid out in an attractive manner and staff sit with the children enjoying conversations. Children thrive on the responsibility of being the server of the day. They especially enjoy going to the hatch to tell the cook which child would like what, for instance, if they want custard or not and to collect more food for the whole table. The children love the food and tell the cook "it's fantastic as always".

Children learn the importance of personal hygiene and are developing good self care skills through daily discussion and clear routines, for example, the children all wash their hands after using the toilets and before snack and meal times, the attractive soap dispensers encourage children to use them.

Children are protected and enjoy a healthy environment because the staff implement stringent hygiene procedures to help prevent the possible spread of infection.

Parents give written consent for the staff to seek emergency medical treatment and to administer medication. Parents are informed and given a copy of the accident sheet if their child has an accident. Staff with relevant first aid qualifications ensure that if a child has an accident they receive appropriate treatment straight away.

Children's physical development is developing well. The creative use of the garden ensures that children's learning takes place inside and outside. Children undertake activities that contribute to their physical skills and encourage them to gain an understanding of concepts; for instance the garden resources were arranged to give children hands on experiences of in and out, under and over, and up and down. Effective interaction by staff contributes very well to the child's understanding and experiences.

Children are given an extensive range of tools and equipment to develop their physical skills. Children develop control and increase their competencies from using scissors to using a computer. Staff know the children exceptionally well and have a clear understanding of which physical skills need developing for each child.

Protecting children from harm or neglect and helping them stay safe

The provision is outstanding.

The nursery has a very welcoming and vibrant environment for children and parents. Children's own work is displayed throughout the nursery, some of their art work is framed and hung on the walls. Giving the children a sense of belonging. Children and parents are greeted warmly by staff.

Children freely access the considerable range of resources and play equipment that are suitable for the ages and stages of children attending; encouraging their independence. The layout of the nursery has been very well organised into areas such as a writing area, home corner, music area, and book area to enhance the children's care and learning opportunities. Children can freely access the art room and garden area for most of the day. Staff make excellent use of the pre school room for small group work. The impressive garden has been purposefully organised allowing for many activities including planting in the sensory garden, painting, a feely wall where vibrant and colourful Wellington books have been stuck on a board, each have something different in them, children are encouraged to feel and guess what is in them without being able to see. Resources are changed in the garden to support particular areas of learning and to allow the children to explore and investigate.

Children are kept safe due to the staff's vigilance. The effective supervision of the children and the required staff -child ratios are always maintained. There is a camera on the only door into the nursery allowing staff to see who is there before opening. They have a password system in place if children are to be collected by a person unknown to them. Risk assessments are undertaken each day ensuring that everywhere is safe for the children before they arrive. Staff and children regularly practise the evacuation procedure ensuring that adults and children in the nursery are fully aware of what to do if there were a fire or other emergency.

All required documentation is in place and understood by staff ensuring that children's welfare is safe guarded and promoted competently. All staff have undertaken training giving them an excellent understanding of the procedures to be followed if they had a concern over a child. Staff are fully aware of the procedures to keep themselves safe from any allegation.

Helping children achieve well and enjoy what they do

The provision is outstanding.

Children arriving at the nursery are eager to join in with the activities which they self- select from the extensive and stimulating range the nursery offers. The organisation of the nursery and garden benefit the children as they freely choose an activity, encouraging their independence, building their confidence and self esteem. Staff effectively support the children

in their chosen activity; enthusiastically encouraging the children to build upon their own knowledge and skills for example when children are practising their mark making.

Children of all ages mix freely, benefiting from observing and learning skills of their peer group. The setting is flexible to meet the needs of all of the children and staff interact well encouraging children to play together, building strong relationships. The committed team work well together ensuring that children are fully supervised and supported throughout the nursery.

Plans are made using the Birth to Three Framework to support and enhance the development of children until they are able to move onto the Foundation Stage. Children's individual progress is monitored and activities well planned to ensure that children are able to progress.

Nursery Education

The quality of teaching and learning is outstanding. Children are offered an extensive range of worthwhile experiences. Staff are experienced in caring for children. They have an excellent understanding of how children learn and are skilled at interacting with children. An inspired range of stimulating and purposeful activities that are linked to the Foundation Stage are planned ensuring the children are having optimal experiences.

Staff plan innovative and stimulating activities that incorporate all areas of learning. There are focused activities which introduce the children different concepts and the staff are skilled at incorporating these concepts into incidental learning. For instance one of the focused activities are prepositions which is incorporated to the outdoor play and music sessions.

Staff fully understand the importance of high quality observations and assessments of the children. Staff are given time to observe the children and use those findings to ensure that further activities are provided, support the children enabling them to progress.

Children are extremely interested and excited and motivated to learn. They enthusiastically participate in the well organised activities. Many are confident and are encouraged to help one another, increasing their confidence and self-esteem. They share the resources and learn to negotiate with each other for instance, two children agreed to take turns in pedalling and being the passenger on the trike.

They flourish when talking about themselves and have made books about their families which they talk about with pride and knowledge.

Staff are extremely skilled at extending the children's vocabulary through planned and incidental activities. Speech and language sessions are well organised to ensure that each child progresses according to their individual stage, children respond with enthusiasm. Throughout the day staff listen carefully to the children and respond with interest asking open ended questions encouraging the child to increase their own knowledge and understanding.

Children are able to concentrate and sit quietly, for example in the book areas inside and in the garden where they handle books carefully, listen to stories and read to one another.

Children practise their emergent writing skills throughout the day, through incidental opportunities and practical activities encouraging them to write for different purposes, learning that text has meaning.

Children are gaining confidence in using numbers through planned and incidental activities, at times using everyday objects, for example when laying the table for lunch. They gain an understanding of shape and size as they measure the bean stalks they have grown, undertake puzzles and make flags from different shapes. Children gain an understanding of mathematical language throughout the day inside and outside as staff consistently make the most of all opportunities to enhance the children's knowledge.

Children use an extensive range of natural objects during their activities and are given time to explore and investigate using all their senses. They examine closely smelling and feeling the beans they have grown. They guess and record which objects will sink and float using feathers, stones, corks and other natural materials.

They concentrate and persevere while they create cakes, cars and buildings using different types of bricks.

Children have an exceptional range of materials and media to explore and experiment with. The dedicated art room and craft activities outside enable the children to have ready access to sand, water and paint. In addition messy play is actively encouraged. Children were animated when using foam, they had great fun covering themselves, the parents and staff with the mixture. They experiment with colours as they add them to the corn flour and water and their senses stimulated as they mix cinnamon sticks, cardamom and cumin seeds with water.

Children are able to access a vast array of musical instruments from the world throughout the day. Structured sessions are imaginatively planned to suit the needs of individual children. According to their ability children are encouraged to sing, move their bodies and play the instruments. They are given simple explanations about the instruments and are encouraged to keep time with the music. As children become more able the instructions become more complicated ensuring that their skills and knowledge increase.

Helping children make a positive contribution

The provision is outstanding.

Staff have a thorough understanding of equal opportunities and the policies are implemented effectively, ensuring the children's individual needs are being met. All children throughout the nursery have access to a vast array of multicultural resources and activities. Children are valued and respected as individuals, their different cultural backgrounds are acknowledged and supported, for instance if they do not use cutlery for eating at home or if they do not eat certain types of food this is respected. Their needs are being met by the staff's excellent understanding of their individual needs.

Children with additional needs are exceptionally well supported. Staff have a clear understanding and work with parents and other agencies to ensure that children receive the care that they need. When needed, individual learning plans are created supporting the children's learning

and life skills. Throughout the nursery, staff use Makaton as well as speech to communicate with the children ensuring that all children have a means of communicating. The nursery's Special Needs Co-ordinator collects a substantial amount of information about a child before they start and cascades it to all staff ensuring that all staff can support a child effectively. If needed, specialist equipment is obtained to support a child.

Children's behaviour is very good. Staff have excellent strategies in place to promote children's behaviour. Staff continually focus on the positives. Consequently children respond exceptionally well, taking responsibility for their own behaviour, and are praised for doing so. They use Makaton signs to enable all children to understand instructions and communicate well. Children are praised on an individual basis taking into account their level of ability, building on the child's self esteem. Children's spiritual, moral, social and cultural development is fostered.

Partnership with parents is outstanding. Children benefit greatly from the strong relationships between their parents and staff. Staff always make time to talk to the parents ensuring that they are kept fully informed of their child's progress. Information linked to the Birth to Three framework and the Foundation Stage is clearly displayed on the parents notice board. Daily activities are high lighted ensuring the parents are completely aware of the experiences their child is having. Parents can have access to their child's records at any time, formal meetings are arranged six weeks after a child starts and then twice a year. Staff work extremely hard to involve parents in their child's learning. Twice a month, parents can access the nursery's toy library. Parents are encouraged to stay, activities are arranged to promote the parents understanding of some of the experiences their children are having and to join in some of the fun; for instance parents and children had great fun experimenting with a range of messy play activities. Family learning sessions are arranged covering a wide range of topics from healthy eating to making maths fun, supporting parents, sharing and understanding how they can support their child at home. Promoting effective links between nursery and home, parents value the nursery and the staff, praising their caring attitude and their understanding. All parents state that their child is making progress.

Organisation

The organisation is outstanding.

Daily routines are organised exceptionally well and run extremely smoothly. The children move freely from one activity to another, never having to wait around. This ensures they are fully occupied and stimulated throughout the day, which has a positive effect on their behaviour. The ratios are maintained at all times and staff deployment is effective, enabling staff to provide a high quality support and supervision for all of the children. Comprehensive and detailed procedures are in place and all paper work is maintained and effectively implemented ensuring that the children are thoroughly protected. The setting meets the needs of the range of children for whom it provides.

The leadership and management is outstanding. Senior managers play a dynamic role in the nursery and have a very clear vision for the future of the group and fully support all staff members. They actively seek innovative new training opportunities. For example, the manager has attended a conference in Iceland, and cascaded the information to staff to increase staff's knowledge and skills. Staff have regular assessments ensuring that they are supported and any

training needs quickly identified. Individual staff member's strengths are highlighted and they are encouraged to share their knowledge with others; for instance creating a "Music for children" publication which is available for all nurseries. The highly effective team are motivated and offer the children comprehensive and worthwhile experiences.

Improvements since the last inspection

At the last inspection the nursery were required to develop a procedure in the event of a child being lost and to display the fire procedure effectively. Both are now in place ensuring that all staff would know what to do if a child was lost and what to do if there was a fire.

Equipment needed to be moved that had trailing wires. This piece of equipment has now been moved to an area that is inaccessible to children, ensuring that it is no longer a hazard.

Nursery education.

They were required to further improve the evaluation of a child's progress to ensure that staff consistently identify learning intentions for children. This has now been fully implemented by the use of observations, evaluations and planning, ensuring that the learning intentions are identified and used to enable children to progress.

Complaints since the last inspection

Since the last inspection 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 outstanding. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are outstanding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

No recommendations for improvement are made because the quality and standards of care are outstanding.

The quality and standards of the nursery education

No recommendations for improvement are made because the quality and standards of nursery education are outstanding.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk