



## Forest Gate Learning Zone Creche

Inspection report for early years provision

<b>Unique Reference Number</b>	EY340592
<b>Inspection date</b>	02 March 2007
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<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 good. The registered person meets the National Standards for under 8s day care and childminding.

### WHAT SORT OF SETTING IS IT?

The Forest Gate Youth Centre Crèche was re-registered in 2006. It is part of the Newham Community Education and Youth Service division of the London borough of Newham's Education Department. This service delivers Learning and Skills Council funded vocational and non-vocational courses. The crèche is part of the support facility for students on site and is based in a purpose built extension to the youth service building which is close to local shops and amenities. The crèche facility is situated on the ground floor and offers one large room, a quiet room and accessible toilet facilities. There is a large garden area for play. Hours of operation are 09:30 to 16:00 Monday to Friday and occasional Saturdays. 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 43 children aged from one to under five years on roll. Children whose parents are attending courses in the college are accepted in the crèche. The crèche currently supports children all of whom speak English as an additional language.

The crèche employs two members of staff who hold relevant childcare qualifications level 3.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health issues are discussed with parents, who have given consent to staff seeking emergency medical treatment or advice. A comprehensive policy statement also identifies relevant health procedures, including minimum exclusion periods for sick children or those with infectious and communicable diseases. Children's first aid requirements are well met because all staff hold relevant first aid certificates and there are good procedures in place to ensure that accidents are fully recorded.

Children are learning effective practices relating to cleanliness and personal hygiene. They demonstrate competence and independence as they wash their hands after messy play, playing with pets, toileting, or before snack-time. Children respond and help staff willingly when it is tidy up time. Children's individual dietary needs are thoroughly discussed with parents. Any special requirements are fully recorded and observed by relevant staff. All children enjoy a flexible, informal snack-time, when they can freely choose from a good range of healthy snacks, such as biscuits, raisins and fresh fruits. They also have water available to them throughout the session.

Children have regular opportunities to access fresh air and their physical skills are supported through playing outdoors. They enjoy daily opportunities out in the garden to participate in physical activities which develop their co-ordination and skills, such as catching balls, jumping on the trampoline, pushing prams and riding bikes.

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

The provision is good.

Children enjoy comfortable premises that are warm and well maintained. Space is very well organised to provide an inviting learning environment. For example, children benefit from bright interesting displays and well planned activities that are thoughtfully set out to provide interest and to ensure that children are effectively motivated to learn. Children have good opportunities to freely choose from a broad range of good quality activities and resources that are stored accessibly at child height. As a result, they are learning to make choices and gaining confidence and independence. Children also enjoy using the enclosed outdoor play area which is well used to provide a safe, stimulating and varied learning environment.

Children move around safely because staff ensure that premises and equipment are well maintained and potential safety hazards are successfully minimised. For example, comprehensive risk assessments are carried out. Emergency evacuation procedures are practised regularly so

that both staff and children are familiar with the procedure. Accidents are recorded and parents' signatures obtained.

Children are safeguarded from harm as staff are knowledgeable regarding child protection issues. Procedures are clearly set out. Confidentiality is respected and parents are informed through the 'Welcome Pack' and the policy about the providers role.

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

The provision is good.

Children are provided with a balanced range of well-planned activities that are appropriate for their stages of development and meet all areas of learning. Staff provide good questioning and repeat children's responses to encourage their use of language and help the children to learn how to express their thoughts and feelings. They enjoy listening to stories and learn about the meaning of words through story telling and by joining in with action rhymes.

Children arrive confidently and quickly settle into the crèche. They are gaining a good sense of routine and know what is expected of them. They are very well supported by staff, thereby enhancing children's enjoyment and learning. Staff have good plans in place to ensure that they receive a wide range of activities.

Children's understanding of shape, number, colours and letters is re-enforced as the staff uses a good range of books, puzzles and games, encouraging them to develop their independence as they select their own equipment, making their own decisions about what they want to play.

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

The provision is satisfactory.

Children from various ethnic backgrounds and children with special educational needs are welcomed in the crèche. Communication with parents and children speaking English as an additional language is helped by the staff who understand a range of community languages. Children's differing backgrounds are reflected in the range of resources and activities which are provided. However, resources depicting disability to support activities are limited, restricting opportunities to further develop children's knowledge and understanding of these areas.

There are no children attending with learning difficulties or disabilities. However, the provision demonstrates a positive attitude to promote an inclusive environment and would liaise closely with parents and outside agencies. Children are well behaved. Their secure and trusted relationships with the staff enables them to be quickly comforted when distressed. Staff act as positive role models and children learn to understand right and wrong through consistent boundaries. Children begin to learn to share and take turns and say goodbye when their parent leaves. Children are routinely and consistently praised and their contributions are valued. This enhances their self esteem and confidence.

Children settle well because parents are welcomed into the setting and work closely with the consistent staff. Parents are given information about the group through the 'Parent Welcome

Pack', notice board, newsletters and informal discussion. They are invited in to settle children when they start and share their knowledge and interests with the children.

There is a clear complaints log and an Ofsted information poster is displayed which includes contact details of the regulator. Parents are clear about what to do if they need to raise a concern.

## **Organisation**

The organisation is good.

Children benefit because the crèche is well organised and staff work well together as a team. They all share the same vision and communicate well through daily informal meetings and regular staff meetings to ensure the crèche runs smoothly. The 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. Staff have relevant qualifications and experience in childcare and have attended a range of courses to develop their practice. They have a secure knowledge and understanding of the policies and procedures and implement these appropriately in practice to promote positive outcome for children.

Staff make good use of time, space and resources and provide a stimulating learning environment where children become confident and independent learners suitable to their individual needs. Effective systems are in place to recruit, appoint and induct staff who are suitably qualified and experienced in working with children.

The required documentation is in place and includes the relevant details ensuring children's health, safety and wellbeing is promoted.

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 good. 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):

- ensure that children have an appropriate range of activities and resources that promote equality of opportunity and anti-discriminatory practice

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)