



# Sidings Community & Under 5's Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	100559
<b>Inspection date</b>	15 January 2007
<b>Inspector</b>	Caren Carpenter
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<b>Registered person</b>	The Sidings Community Centre
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School 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](http://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?

Sidings Community Under Fives Centre was registered in 1983. It operates from two large spacious halls in a community centre within the London borough of Camden. It is managed by a management committee.

The centre serves the local community and the children attending reflect the cultural diversity of families from the area.

The setting supports children with learning difficulties and a number of children who have English as an additional language. A maximum of 24 children may attend the play group. There are currently 18 children from two years to five years on roll. Of these, 15 receive funding for early education.

The setting operates each weekday during school term times and provides a range of services to the local community. The playgroup operates five mornings each weekday from 10:00 to 12:30 and from 12:30 to 15:15 with some children attending all day sessions. The crèche provision runs on Monday, Tuesday and Wednesday afternoons, and all day Friday.

The summer playscheme caters for children from two years to five years and operates during school holidays, from 10:00 to 15:15.

The after school club provide a service to children from five to eight year olds and operates during term time on Mondays and Wednesdays from 16:30 to 18:30.

The centre also provides an advice and support group for parents and 'soft bounce' sessions.

The playgroup and the crèche employs six members of staff. Most staff hold early years qualifications.

The out of school club employs three members of staff, with a pool of qualified people to lead specialist activities including drama, dance and art. More than 50 percent of staff hold early years qualifications. The centre receives support from the Early Years Partnership and Camden's Play Service.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children benefit from a clean, warm, comfortable and child-friendly environment. Children's care is enhanced by the good procedures and practice followed by the staff. They readily wash their hands after messy play and before snack, helping to prevent the spread of infection.

Children enjoy a variety of healthy snacks such as oranges, crackers, apples, cucumber and carrot sticks with freshly made yogurt dips. This helps to promote their healthy growth and development. Children recognise when they are thirsty and help themselves to regular drinks of water.

Children explore and develop physical control and experiment with different ways of moving, while participating in stimulating indoor and outdoor play experiences. They negotiate space well as they pedal bikes and cars and ride scooters with increasing control. Children develop control of their bodies further during music and movement sessions. Children's welfare is safeguarded because staff have up-to-date knowledge of first aid in the event of any accident. Good quality records, policies and procedures that support children's good health are well maintained. An effective procedure is in place if children are unwell.

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

The provision is good.

Children play safely in the well organised and secure premises. Displays of children's art work, posters and useful information for parents help the group feel welcoming. Good supervision and a good awareness of health and safety issues allow children the freedom to choose activities that offer variety and challenge within safe limits. Children learn about the importance of safety as they respond to clear guidelines during indoor and outdoor activities. Children are cared for by sufficient staff, who are deployed effectively and are vigilant about their safety. Regular risk assessments ensure potential hazards are minimised and effective measures are in place to prevent accidents.

Children choose what to play with from the wide range of good quality resources and equipment, This meets their play development needs very well. Children are well protected from harm and neglect. Staff have a good understanding of local child protection policies and procedures to ensure the welfare, safety and protection of the children in their care.

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

The provision is good.

Children are happy, contented and secure throughout the group. They enjoy themselves and are helped to achieve. Children participate enthusiastically in the activities provided such as painting, play dough, sand and water play, building and constructing. Good and warm relationships are evident as children listen and communicate with each other and with the staff. Staff are caring, approachable and kind and respond positively to the needs of the children.

Children enjoy playing in the outside play area which develops and supports their physical skills. They begin to understand their own needs and with adult support become aware of the needs of others. Children behave very well, for example, they take turns and share resources. Clear boundaries are consistently applied which support children to learn what is expected of them. Staff give reassurance, encouragement and lots of praise.

Children's needs are met through effective organisation and planning of activities for children from two through to five years of age. Staff are developing their knowledge and understanding of the 'Birth to three matters' framework and are planning activities to help children make progress in their development. Children's care, learning and play are supported well by staff who routinely monitor their progress and use this information to provide for their individual needs. Younger children are supported well by staff to help them settle into routines. They are given help and encouragement as they participate in activities.

## **Nursery Education**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals. Staff have a secure understanding of the Foundation Stage and how children learn. They work alongside the children for most of the time. Staff plan an interesting range of activities linked to the stepping stones and various themes. They follow and develop children's interest by allowing them to use resources in different ways around the setting. The

key worker system enables staff to monitor the children's progress to help them to move on to the next steps of learning. Information from observation and assessment records are used effectively to plan for individual children. Plans shows clearly what all children are expected to learn, this ensures that they are sufficiently challenged to move on to the next stage in their learning.

Children share good relationships with staff and each other. They play well together and benefit from staff's skilled approach in helping them understand right from wrong. Children participate eagerly in the activities provided. They have good opportunities to develop their own play and ideas as they select their own resources.

Children participate enthusiastically in the planned activities provided. They use their imagination well as they play in the home corner. Children's creative and imaginative skills are being promoted with a good range of art resources. They take pride in their paintings and models. Children are beginning to make sense of the world as they explore a variety of materials, investigate why things happen and how things work. For example, they explore a variety of construction materials and enjoy making models. Children find out about the environment as they plant seeds and grow plants outside.

Children recognise their names and are learning the sounds of letters in their names. They join in enthusiastically with songs, rhymes and stories. Children receive excellent support and encouragement from staff to enjoy books for pleasure. They have good access to a wide range of quality books and show their delight as they look at books independently and listen to a range of interesting stories. They point at pictures recalling stories from memory. However, the organisation of story sessions does not meet the needs of all the children, in particular the older and more able children. Children understand that print has meaning and make marks freely throughout their activities.

Children count confidently and compare numbers throughout many practical activities. They use a range of resources such as compare bears to group colours and sizes. Children enjoy mathematical activities, such as fitting puzzles together and identifying shapes and numbers.

Children are learning about the world they live in as they celebrate festivals, such as Eid, Diwali and Christmas. This increases their awareness of diversity and their understanding of others. Children are studying living things such as mini beasts as they find out about ants, crickets, centipedes, caterpillars and snails.

Children have many good opportunities to develop their imagination and creativity through painting, sticking, story times and a variety of role-play activities. They make connections in their learning and they thoroughly enjoy their time as they take part in role-play such as the hospital and the office. Children develop their physical skills through daily outdoor play and handling of tools, such as pencils, scissors, play dough cutters and paint brushes.

Staff make effective use of their time and resources to provide a board range of activities and experiences across the six areas of learning. This motivates the children and enables them to make good progress. Appropriate individual challenge is ensured through good questioning and enabling by the knowledgeable staff. Children are valued and staff help them to feel good

about themselves by frequently providing positive support, praise and encouragement. Staff are fully involved in all aspects of the children's play and learning.

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

The provision is good.

Children are valued and respected as individuals and are fully included in the life of the setting. They enjoy activities and resources which promote a positive view of the wider world. They celebrate a variety of festivals, such as Chinese new year and Diwali. Children have access to resources which show people from other cultures, for example dolls, jigsaw puzzles and books. This increases their awareness of diversity and their understanding of others. This positive approach fosters children's social, moral, spiritual and cultural development. Children are fully integrated within the setting. The Special Educational Needs Coordinator has received appropriate training to support children with learning difficulties and children with English as an additional language. Staff have developed good relationships with other relevant professionals. As a result children receive appropriate support.

Staff support children in sharing and taking turns. They have clear expectations and set consistent boundaries. As a result, children are able to negotiate with others. Children receive regular praise, reassurance and encouragement which promotes their confidence and self-esteem.

The partnership with parents is good. Children's well-being at the group is enhanced by the good partnership with parents. Parents are informed about how the group operates and the activities provided through comprehensive information, written notices, newsletters and displays. Children benefit from parents involvement in their learning. Parents are given clear and meaningful information on the Foundation Stage and the programme of learning through the notice board, leaflets and daily exchange of information. This helps parents to gain an understanding of how their children make progress and how this can be supported at home.

### **Organisation**

The organisation is good.

Children are well cared for by adults who are routinely vetted and have relevant experience, knowledge and skills. Children benefit because all staff attend regular training to improve their practice. Children benefit from the effective organisation of the space and resources both indoors and in the outdoor area. This helps children to make choices and develop their ideas as they play. Staff support children well during activities and allow them time and space to initiate their play.

The leadership and management of the setting is good. Staff work well together as an effective and committed team. They work closely with parents to maintain communication in different ways. Open communication across the staff team means that all their contributions and ideas are shared and valued. Planning is shared and understood by the staff team. Plans are flexible and demonstrate children's first hand play and learning experiences. This helps children to make choices and become independent learners. Good systems are in place to evaluate the

care and education, and to help make improvements. Children benefit from good leadership and management and a commitment across the team to develop and improve practice.

Children's care and welfare are safeguarded by clear and well-maintained documentation. However, the accident book is not countersigned by parents and does not include children's full names. An operational plan is in place which is reviewed regularly and shows how the group operates. Policies and procedures ensure staff are clear about their roles and responsibilities. The setting meets the needs of the range of children for whom it provides.

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

The last care inspection recommended that the setting review and update children's records on a rolling basis. The group ensures that key workers complete record charts of all the children attending the crèche. Records include the dates, sessions and numbers of children attending the sessions, activities on offer and the evaluation of activities. This helps to keep parents informed of their children's daily routine and promotes their care and well-being.

The last education inspection recommend that the group ensure consistency amongst the staff team when planning for the children's progress in the six areas of learning and to give more priority to promoting children's first languages within the curriculum aims. All staff are provided with opportunities to attend regular training in the Foundation Stage and receive good support from the Early Years and Childcare Development Partnership in planning, teaching and evaluating the education curriculum. As a result, all staff have gained further knowledge and understanding of the Foundation Stage. This means that staff plan interesting activities to promote children's learning towards the early learning goals. Children's language needs are met effectively through good planning. Staff plan the educational curriculum according to the individual needs of all the children. They communicate with the children using keywords in their first languages. Staff work closely with parents and relevant agencies to ensure that children's language needs are met at all times.

### **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 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 that the accident book includes the children's full names and is countersigned by parents at all times.

### **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):

- review the organisation of story time sessions to maintain and promote the older and more able children's interest and 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](http://www.ofsted.gov.uk)