



Under Five's Creche Project

Inspection report for early years provision

Unique Reference Number	EY254001
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Inspector	Teresa Evelina Coleman
Setting Address	St. Marys Church, Greenlaw Street, London, SE18 5AR
Telephone number	0208 316 0061
E-mail	under5s@btconnect.com
Registered person	Under Fives Creche
Type of inspection	Integrated
Type of care	Sessional 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 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?

The Under Five's Crèche Project has been registered since 2002. It is a voluntary, committee run group and receives funding from Sure Start, Neighbourhood Renewal and various other charities. It is located in Woolwich and offers a service for children from the local area. All children are referred by outside agencies. The group is based in a self-contained area to the rear of St Mary's Church. It has good transport links and is close to local shops and facilities. There is a fully enclosed outdoor play area.

The group opens five days a week for 44 weeks a year. Opening hours are 09:15 to 11:45 and 12:30 to 14:30. Children attend various sessions a week. There are currently 30 children on roll. Of these, 11 children receive funding for nursery education. Children with learning difficulties and/or disabilities and those who have English as an additional language are fully supported. The nursery implements a curriculum based on the Foundation Stage for the older children and

Birth to Three Matters for the younger children. Younger children generally attend the shorter afternoon sessions.

Four full time and four part time staff work directly with the children. A minimum of four staff are present at every session. Most staff have early years qualifications to NVQ level 3 or above. One member of staff currently has an NVQ level 2 qualification and is working towards level 3. The project is part of the Greenwich Early Years Development and Childcare Partnership and receives support from an early years advisory teacher.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are able to play and relax comfortably in an environment where good standards of cleanliness and hygiene are maintained. Children's health is promoted well, for example, staff clean the tables before and after snack time and ensure that the toilet area is kept clean. Children are protected from the risk of illness because there is a written sick children policy which is included in the parents' handbook. This requests that parents do not bring their child if they are unwell. There are effective systems in place for the administration and recording of medication which includes seeking prior written parental consent. Written parental consent is also sought for seeking emergency medical treatment. This helps to ensure children's health and well-being and protects them in the event of an emergency.

Children are beginning to understand the importance of good hygiene because staff encourage them to wash their hands after using the toilet. They ensure that children are able to access liquid soap and paper towels so that they can begin to take some responsibility for their own personal care. A 'step up' is provided so that children can access the facilities for themselves. Children are also encouraged to use wipes before they eat their snack and this helps to prevent the spread of infection.

Children benefit from regular opportunities for physical play and exercise all year round. For example, they are able to use the fully enclosed outdoor play area on a daily basis and can enjoy a range of activities that help to develop their physical skills. These include play tents, play tunnels, bats and balls and wheeled toys. Children's physical health is further promoted because they are able to enjoy vigorous play, for example, running, hopping and jumping.

Staff demonstrate an awareness of the importance of healthy eating. As a result, children benefit from a range of healthy snacks including fresh and dried fruit, scrambled eggs, wholemeal toast, toasted muffins, jacket potatoes and soup. Staff give parents a leaflet which helps to explain the importance of providing a healthy diet. For example, it explains that healthy foods are essential for giving children energy, protecting them from illness and infection and encouraging them to grow. Snack times are social times and staff sit and chat to the children and encourage them to have good manners. However, children have limited opportunities to develop their independence during snack time. This is because staff set the tables, prepare and serve most of the food and pour out the children's drinks. As a result, opportunities to develop children's independence are sometimes missed. In addition, although children can ask for a

drink if they are thirsty at other times, there are currently no arrangements for them to help themselves to drinks.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The children are cared for in a warm, welcoming and safe environment which is enhanced through the creative use of colourful posters, charts and examples of children's work. Staff carry out regular written risk assessments and this ensures that most safety risks are identified. This, together with the effective recording of accidents, helps to minimise the risks to children's safety. Appropriate safety precautions are in place and include a bolted safety gate to prevent children's access to the kitchen area and the provision of a safety surfaced outdoor. A visitors' book and a written policy for lost and uncollected children are also in place and this helps to promote children's safety, security and well-being. All staff hold an up-to-date first aid qualification. Consequently, children are protected in the event of an accident.

Children are beginning to learn how to keep themselves safe because staff consistently reinforce some safety rules. For example, they remind children to sit down until they have finished their snack and to be careful when moving around the setting. Staff have a consistently good understanding of appropriate levels of supervision, for example, when children use the toilet facilities. Consequently, children are able to move around the setting safely and confidently. Written fire procedures, regular servicing of all fire equipment and regular recorded fire drills also help to promote children's safety, if there is a fire.

Although space is limited, it is used effectively and imaginatively with clearly designated areas for different areas of play and learning. For example, there is a book corner, a home corner, a computer area, a construction area and a 'workshop' where creative activities and messy play are provided. Toys and equipment are well-organised, of good quality and in sufficient quantities to support children's play. Many resources are stored accessibly in low level units and this means that children are able to make independent choices. Clear labelling of many resources, including pictures as well as words, further promotes this. All furniture, toys and equipment are in a good, clean condition and staff regularly carry out safety checks. This helps to ensure the children's ongoing safety.

The playgroup has a written child protection statement and policy which is in line with local safeguarding children procedures. The policy includes procedures to be followed if an allegation is made against a member of staff. The manager and staff understand their child protection responsibilities and are aware of the action to take if they have a concern about a child in their care. For example, they understand that they must keep confidential written records and report any concerns to Social Services and Ofsted. The manager, who is the designated person for child protection issues has recently attended a safeguarding children course to up-date her knowledge. As a result, children are protected from the risk of abuse.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and settled at the playgroup and participate confidently and enthusiastically in a varied and balanced range of activities. An effective key worker system ensures that staff get to know the children well and are aware of their individual needs. Activities are well organised and are set up in clearly designated areas, for example, a home corner, book area, construction area, maths and science area and a 'workshop' for creative activities. Children enjoy moving freely between activities and making independent choices. Most resources are accessibly stored and this further helps to promote children's independence.

Interaction between staff and children is very good because staff are kind and caring towards the children and interested in what they have to say. For example, as they chat together at snack time and during activities they make frequent use of humour and praise and encouragement. As a result, children's confidence and self-esteem is growing. Staff are skilled at extending children's play and learning through asking questions to make them think. For example, while the children are making playdough they talk about the changing texture and consistency of the dough as they add the various ingredients. Staff introduce new vocabulary, for example they talk about stirring the mixture 'clockwise' and kneading the dough.

The Birth to three matters framework is used to plan activities for the younger children and this helps children to make progress in all areas of their development.

Nursery Education

The quality of teaching and learning is good. There is an effective key worker system in place. This ensures that staff get to know the children well and that parents are effectively informed about their children's progress. Staff follow the children's interests when planning activities and ensure that they provide appropriate props to extend and enhance children's play experiences. For example, children greatly enjoy using the home corner as a hairdresser's and are able to style dummies' hair using rollers, hairbrushes, combs, rollers and mousse. Good planning systems are in place and this helps to ensure that children enjoy a varied, balanced range of activities. Staff use the Foundation Stage guidance effectively and consequently, children are making good progress towards the early learning goals. Plans consist of long, medium and short term plans where daily focused activities and learning intentions are identified. Children's interests and special events, support for individual children and the role of adult are also detailed. Staff observe and evaluate children's progress by recording individual observations which are then used to plan the next steps in individual children's learning. The manager is currently developing an evaluation system to ensure the effectiveness of nursery education by regularly observing practice and monitoring planning and children's progress.

Children's personal, social and emotional development is generally good. Children are becoming confident because staff value them and frequently use praise and encouragement. Children behave very well because staff are good role models for them and treat them with respect and consideration at all times. Consequently, children are beginning to share well, be co-operative with others and to show care and consideration for each other. For example, when two children both want to be mummy in the home corner one of them resolves the situation by suggesting

that they can both be mummies! Also, children are affectionate and frequently give each other hugs and kisses. For example, they sit with their arms around each other at story time. Children have some opportunities to develop independence. For example, they choose some of their own resources, put on their own aprons and coats and use toilet facilities independently. However, children's independence is less well promoted during snack time. This is because staff tell them where to sit, put out their plates and cups, pour their drinks and prepare and serve most of their snacks. This means that children are unable to serve themselves and others and consequently valuable opportunities to extend independence are sometimes missed.

Children's progression in communication, language and literacy is good. They enjoy listening to and participating in their favourite stories, for example, 'There was an old woman who swallowed a fly'. Staff promote children's enjoyment, concentration and listening skills because they are very enthusiastic about books and stories and book provision is good. This means that children are learning to see books as a source of pleasure and are beginning to develop positive attitudes towards books and reading. They also enjoy cuddling up to staff in the book area as they look at and talk about books together. Children are also encouraged to choose books to take home and share with their parents. They are learning to speak individually and to a group, for example, at snack time and story time. Staff interaction with children is very good and staff encourage children's language development because they talk and listen to children and ask them questions to make them think and to extend their vocabulary. For example when they are playing with the wild animal figures they talk about where the various animals live. Children's writing skills are developing well because children can access a range of writing materials. They competently find their name cards and are beginning to use these to try and write their names independently. For example, several children asked if they could write their name on the inspector's notes and most did so successfully, with little or no help! Children are beginning to recognise initial letters and sounds because staff point these out in children's names when they are looking for their name cards. They are beginning to understand that print carries meaning through the effective use of labelling. For example, trays of resources are clearly labelled with words and pictures.

Children are making generally good progress in their mathematical development. There is a designated maths area where lots of mathematical games and activities are available. Staff frequently sit with the children and encourage them to learn about mathematical concepts including number, shape, size, sequence and patterns. For example, children count, sort and match by size and colour when playing with compare elephants. Children are beginning to learn about pattern and sequence by copying these from work cards. Several children can count competently up to and beyond ten and staff provide some opportunities to consolidate children's learning through routines and activities. For example, by using number rhymes and songs and counting each other and bowls during the playdough mixing activity. However, the organisation and practice at snack time means that some opportunities for children to extend their counting skills are missed. For example, children do not routinely count how many children are at the table or the number of cups, plates or pieces of fruit.

Children enjoy good opportunities to explore their own creativity and can access some resources for themselves. For example, making collage pictures using a variety of materials, painting, chalking and drawing and they can access some resources for themselves. Children are able to create their own unique objects and although staff lend a helping hand if needed, they do not

take over. Children enjoy a range of imaginative activities, for example, the home corner, small world play and dressing up. The home corner is used for a variety of purposes, for example, a hairdresser's. This provides children with good opportunities to play out real life experiences and also to express themselves imaginatively. Children have regular opportunities to sing songs together and to enjoy music.

Children are making very good progress in their knowledge and understanding of the world. They are learning about other cultures and religions and this helps them to begin to value others in the community. For example, staff have planned some activities to celebrate Holi and hope to include a trip to a local Hindu temple. Children benefit from good opportunities to build and construct using a variety of materials and resources and are learning to use simple tools. For example, they use scissors and rollers and cutters at the playdough table. Children are learning about technology because they have very good access to a computer and are able to enjoy a variety of appropriate programmes. As a result, older children are becoming very competent in computer skills and are able to use a keyboard, mouse and printer and have also been able to send e-mails from the office computer, with adult help. Children have good opportunities to learn about nature and science. For example, they are currently following a theme about the weather. There is an allocated piece of garden named the environmental garden which children help to look after and use a range of gardening tools. For example, they plant seeds, bulbs, plants and vegetables and water them. Children also follow nature trails in the surrounding park, visit the ecology centre and go pond dipping. Children's knowledge and understanding of the world is further enhanced through frequent outings including the seaside, zoo, farm, museums, aquarium, feeding the animals at a local park and the nearby river.

Children's physical development is well promoted. They have good opportunities to join in physical play in the enclosed outdoor area which is safety surfaced. Children enjoy vigorous outdoor play all year round and are able to practise a range of physical skills and to use a range of play equipment.

Helping children make a positive contribution

The provision is good.

Information is sought from parents relating to children's individual needs and appropriately recorded on the playgroup's registration forms. This ensures that staff are aware of children's cultural, religious and language needs, as well as of any allergies or medical conditions. An additional 'information about me' form is also used and this provides further information, for example, children's favourite toys and activities, comforters and things or situations that may worry them. Staff demonstrate a good understanding of children's interests and an effective keyworker system helps to promote this. As a result, staff ensure that they get to know the children really well and this means that the children settle well and are happy.

There are good systems in place to identify and support children with learning difficulties and/or disabilities, for example, there is a named Special Needs Co-ordinator and an up-to-date written policy. The setting provides appropriate support for children those for whom English is an additional language make good progress because of the emphasis staff place on talking to the children. Plans include activities that help children to find out about festivals and celebrations. Consequently, they are learning to respect the beliefs of others. The provision of

a range of multi-cultural resources including books, dolls and puzzles means that children are developing positive attitudes towards others in the community.

Children's spiritual, moral, social and cultural development is fostered. Children's behaviour is good because staff are consistently good role models for them. Staff treat each other and the children with respect and give them clear explanations if their behaviour is unacceptable. This helps children to learn to understand right from wrong. Staff frequently use praise and positive language to promote good behaviour. As a result, children are forming caring relationships with staff and each other and are learning to play co-operatively, share and take turns. Children's social skills are developing well because staff are polite and respectful when they speak to them. They encourage them to have good manners. For example, they praise children when they remember to say 'please' and 'thank you' at snack time.

Partnership with parents and carers is good. Parents are well informed about the setting. For example, they are provided with a parents' handbook. This includes up-to-date procedures to follow if they have a complaint. A notice board is also provided where information for parents is displayed. Staff enjoy good relationships with parents and are welcoming towards them. For example, staff greet parents in a friendly way and are happy to talk to them at the beginning and end of sessions. Parents provide positive feedback and comment on how happy their child is at the setting and on the approachability and helpfulness of staff. Parents are given some information about Birth to three matters framework and the Foundation stage in the parents handbook and this helps them to be involved in their children's learning. Parents are well informed about their child's progress because are able to look at their child's progress records. Records include dated pieces of work and observations and individual scrap books.

Organisation

The organisation is good.

Overall, the provision meets the needs of the range of children for whom it provides.

Recruitment procedures are robust because they ensure that effective vetting is carried out, for example, when new staff are appointed. Staff records include information relating to checks that have been carried out. The manager is aware of her responsibilities to protect children from unvetted persons and ensures that all students and volunteers are appropriately supervised.

Children are cared for in a warm, welcoming environment where space, although limited, is used imaginatively and creatively. Activities are set out in clearly designated areas and resources are easily accessible in low-level clearly labelled storage units. Consequently, children are able to enjoy an interesting, balanced range of activities and can make independent choices. Good ratios and effective staff deployment means that children are appropriately supported by staff who are sensitive to their needs. Staff are very hardworking, enthusiastic and dedicated and work well together, as a team.

All documentation, as required by the National Standards, is in place. This includes attendance, accident and medication records. However, although the attendance record includes hours of children's attendance, it is not a fully accurate record. This is because parents often collect

their children directly from the enclosed outdoor play area and departure times are not recorded as each child leaves, but completed at the end of the session.

The leadership and management of the nursery education provision is good. This is because the effective nursery education programme ensures that children are making good progress towards the early learning goals. Planning is sound and based on highlighted stepping stones for each child. There are systems in place to evaluate children's progress and staff use these evaluations to plan the next steps in individual children's learning. The manager monitors the effectiveness of nursery education on an ongoing basis by observing practice and monitoring planning and children's progress.

Improvements since the last inspection

At the last inspection, care was judged as 'Satisfactory'. As a result, one action was raised and three recommendations were made. All have been addressed.

Children's health is now more effectively promoted because a signed medication record which includes prior written parental consent is now in place.

The setting's revised behaviour management policy reflects positive behaviour management. Staff maintain a consistent approach to managing children's behaviour and ensure that strategies are appropriate too children's ages and individual levels of understanding. As a result, children behave well.

Children are protected from the risk of abuse because the setting's revised child protection policy is in line with local safeguarding children procedures and current legislation. Staff demonstrate appropriate knowledge and understanding of child protection issues and the action they must take if they have a concern about a child. The manager has attended safeguarding children training to up-date her knowledge.

The organisation of the setting has been improved because all necessary policies for the efficient and safe management of the setting are in place and are in line with all current legislation and guidance.

At the last inspection, nursery education was judged as 'Satisfactory'. As a result, four key issues were identified to improve the quality of nursery education. These have been satisfactorily addressed.

A good range of accessible resources that help to promote mathematical development is available and used on a regular basis. Children have regular opportunities for counting as they use the provision and are well supported by staff. There are some opportunities for counting during daily routines, but a weakness was identified relating to snack times when such opportunities are limited. Resources for writing and drawing are easily accessible to children. Children are starting to link initial letters sounds through the effective use of name cards and good staff support. Children benefit from regular opportunities to express themselves creatively through a variety of activities, eg painting, drawing and playdough and resources are accessible to support this.

Planning has been improved and this helps to ensure that children are making good progress towards the early learning goals. Plans consist of long and short term plans where daily focused activities and learning intentions are identified. Children's interests and special events, support for individual children and the role of adult are also detailed. Staff observe and evaluate children's progress by recording individual observations which are then used to plan the next steps in individual children's learning.

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):

- make improvements as indicated in the nursery education section below

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):

- increase opportunities for children to develop their independence through daily routines, for example, at snack time (also applies to care).

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