

Tyssen Community Primary

Inspection report for early years provision

Unique Reference Number	EY339433
Inspection date	21 May 2007
Inspector	Amanda Joy
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Registered person	The Learning Trust
Type of inspection	Childcare
Type of care	Full day care, Out of School 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

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 Children's Centre based at Tyssen Community School is one of 19 Children's Centres funded by The Learning Trust in Hackney through the Sure Start grant. The centre opened in February 2007 and serves the local community. It is situated in Stamford Hill within the London borough of

Hackney.

The setting comprises of a day nursery which is open each weekday for 48 weeks of the year from 08:00 to 18:00. There is also an out of school provision which includes a holiday club, a breakfast club and an after-school club. The holiday club operates in the school holidays from

08:00 to 17:00; the breakfast club operates from 08:00 to 09:00; the after school club operates from 15:30 to 18:00.

There is also a multi agency team providing a broad range of services which is based at the centre. This team includes; midwifery, speech and language services, family support, early intervention mental health services and dietetic services. Parents also can access, toy libraries, a baby massage group, and a variety of courses and drop in support groups for parents, carers

and their families. Many services are based in a purpose-built building attached to the school. Some of these activities take place at the centre whilst others are in community based settings in the area.

The headteacher of the school is the overall head of centre. She is supported by a management team which includes the early years and day care manager and a children's centre community service manager. The nursery accommodation consists of three large playrooms, an

activity room, toilet and nappy changing facilities. There is access to a secure outdoor play area.

There are currently 16 children aged from six months to three years on roll in the day nursery. The setting welcomes children with learning difficulties and/or disabilities and those with English as an additional language.

There are eight nursery staff who work with the children in the day nursery, all hold early years qualifications to National Vocational level 2 or 3.

The Breakfast and After-school club employs five staff and two Managers one of whom is qualified and one is working toward NVQ Level 3.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

The high standard of cleanliness throughout the centre helps keep children healthy. Effective health and hygiene procedures are in place, staff implement these well to minimise the risk of cross-infection. For example, children know that washing their hands after visiting the toilet and before eating helps prevent the spread of germs. Good medication procedures are in place. Parents give prior permission for the administration of medication that ensures children receive the correct dosage according to their needs. There is always a qualified first aider on the premises which means that children receive appropriate care if there is an accident.

Babies' health is promoted well. Staff monitor food intake and nappy changes to ensure babies remain safe. This information is clearly documented on children's record sheets which is available to parents. Staff follow young children's routines for eating and sleeping; good systems are in place to ensure they are checked frequently whilst sleeping.

Children have a good choice of nutritious and attractively presented meals helping them to develop healthy eating practices. There is a four week menu rota in operation; this is clearly displayed. Mid-morning children enjoy a choice of bananas, crackers, rice cakes or bread sticks with jam as a spread. However, the high sugar content in the jam does not promote healthy eating or help children to make healthy choices. At lunch time children have a choice of vegetable pie or shepherd's pie served with vegetables. Meal times are sociable occasions whereby staff sit with children on low-level chairs. Although children talk confidently to staff and each other, there are missed opportunities to discuss issues around healthy eating. Children's personal independence is not encouraged effectively, children are not involved in helping to prepare for meals or in selecting their own food and drinks.

Outdoor play is strongly encouraged by staff, for many parts of the day children can play freely indoors or outdoors. A well-resourced purpose built outdoor play area gives children good opportunities to develop a range of physical skills. They enjoy using a good and varied range of outdoor equipment. Children use trikes which help them to develop their balance and co-ordination. Outings to local parks provide children with good opportunities for vigorous exercise and to be able to run freely in the fresh air.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a new purpose built building. Children play in an inviting, safe and child-centred environment. The nursery is brightly decorated, well-maintained and made welcoming through the use of colourful posters, photographs and displays of the children's work. Children cared for in the out of school provision have access to three, bright, well lit classrooms. A fully enclosed garden is also available for outdoor play.

The rooms are organised effectively with defined areas of play. This ensures children are able to move freely, safely and independently around the provision. All resources are positioned at low-level to ensure children have easy access to play equipment, toys and books. Children have access to a very good range of age appropriate, good quality toys and equipment. These include low-level tables and chairs enabling them to sit and play safely. Good systems are in place to ensure equipment is maintained in good clean condition.

There are good systems in place to ensure children's safety. Children have to be signed in and out to ensure their safe arrival and departure. Security is a priority, for example, only staff can access areas used by children using coded security doors. This ensures unwanted visitors do not gain unsupervised entry to the building. All visitors sign in and out of the building and wear an identity badge. Children enjoy their play in a safe, secure environment. Regular risk assessments, indoors and outdoors, ensure children's safety. Staff check to ensure plug sockets are covered, fire equipment is appropriately placed, exits are clear and the garden is free from hazards. In addition staff clean any spills immediately such as, when water is spilt on the floor after snack time.

Staff deployment is very good and helps guarantee children are well-supervised and safe at all times. Gentle reminders, such as staff telling children not to climb too high without holding on, help children to understand to take responsibility for their own safety. Children are protected from harm as staff have a clear understanding of their role with regards to safeguarding the children in their care. Staff demonstrate a good knowledge of the possible signs and symptoms of abuse and have a clear understanding of appropriate procedures to follow if they have concerns regarding a child's welfare, which helps them protect children from harm and neglect. Staff have good opportunities to extend their training in this area.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the centre and play happily and confidently with each other. Effective settling in procedures are in place, these include home visits by the manager and key worker. This helps ensure staff have very good knowledge of children's backgrounds and individual needs. A particular strength of the centre is staff work with each family individually,

and parents are able to stay until their children are happy and secure. Staff know and understand the individual needs of the children and tailor the care and support accordingly.

Appropriate cuddles and good support is evident, particularly for new and younger children, helping them to feel secure. Children are happy, settled and enjoy the broad, stimulating range of play opportunities the centre provides. Children show their ease as they select what they want to do. Children relate well to adults and their peers and are becoming good communicators. They chat confidently to each other when playing with construction sets and when they access to the computer.

Children's creativity is well supported by staff who encourage them to create their own designs and express themselves in art and music. Younger children draw freely using a selection of crayons. Babies enjoy singing 'Wind the bobbin up' and excitedly participate as they sing quickly and slowly. Staff make good use of conversation to extend children's thinking and play. Children are helped to learn what floats and sink as they experiment with bubbled water; they pour and empty water through funnels into bottles. Children develop their physical skills regularly, both indoors and outside.

Natural resources, invitingly displayed on a rug, encourage younger children to explore their sensory skills. They shake bottles filled with different coloured pasta and show delight as they listen to the different noises. They explore different textures as they feel the pine cones and corks with their hands and attempt to put them in small wooden baskets.

Helping children make a positive contribution

The provision is good.

Children's individual needs are met as the centre gathers clear information from parents before the placement begins; home visits are made and a successful key-worker system is in operation. This contributes effectively to children's well-being. Children experience a very good meaningful range of positive resources such as, photos, pictures, dolls, dressing up clothes and books. This helps to promote a positive view of the wider world and increase their awareness of diversity and similarities in others. Children explore their local community as they walk to the local shops and make visits to the library.

Staff are committed to providing an inclusive environment for all children. Children are actively encouraged and supported to take part in all activities, whatever their age or ability. For example, staff encourage young children to use the computer, they ensure they have a big keyboard to make it easy to read to help to begin to identify letters and numerals. Children who speak English as an additional language are appropriately supported within the setting.

There is a strong ethos on working in partnership with parents to help ensure children's individual needs are fully supported. A range of universal services are available to parents through the centre. For example, speech and language therapists, midwives and family support workers; this helps to ensure all services are accessible to children from the local community.

There are systems in place to share information with parents both formally and informally. Children benefit from the friendly relationships between staff and parents. Staff value and respect children as individuals and work closely with parents to ensure their individual needs are met, younger children particularly benefit from this as home routines are followed. Daily reports are completed for all the children, this gives information about children's eating and sleeping patterns as well as brief information about activities they have participated in and

their general welfare. Parents meetings are also held on a regular basis to discuss how children are progressing. This helps to ensure consistency and continuity of care.

Children are helped to understand responsible behaviour. Staff reinforce appropriate strategies, according to the age and stage of development, to help children understand right from wrong. Children are treated with respect and are given lots of praise and encouragement to promote their self-esteem.

Organisation

The organisation is good.

A variety of groups use the centre during the day including a toy library, a baby massage group and a dietician group. The crèche is used by parents; this enables them to participate and attend the various support groups and access other professional support on offer.

Many children enjoy playing in a safe and very attractive environment, where time, space and resources are used extremely effectively, to meet their needs. Children's health and safety is promoted well; plans are in place to further develop the organisation of meal times and healthy eating practices.

Children benefit from qualified and experienced staff who are very caring. Procedures for the recruitment and vetting of staff ensure that they have the required qualifications and experience and are suitable to work with children. New staff are not left unsupervised with children until they have had appropriate checks and clearances undertaken to ensure children's safety.

Staff deployment is good; they have a sound knowledge of the National Standards for Full Day Care and their responsibility to comply with these to promote children's well-being. Regular staff meetings, supervision and annual appraisals ensure there are systems in place to ensure good communication. The management team and staff work closely together. They are very reflective in their practice, and constantly monitor quality and make improvements, which enhance children's learning and development.

Written policies and procedures are in place but lack minor detail; these are currently being reviewed and updated. All the required documentation is in place, records are clear, current and stored with an awareness of confidentiality. This contributes to children's health, safety and well-being.

Parents receive good quality information about the centre this ensures they have detailed information about the centre and the various services it provides. 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.

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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 organisation of meal times encourages children to develop personal independence
- ensure snacks provided for children are balanced and include healthy options.

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