

# Northumberland Park Women and Children's Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	140440
<b>Inspection date</b>	16 May 2007
<b>Inspector</b>	Shaheen Belai
<b>Setting Address</b>	Somerford Grove, TOTTENHAM,, LONDON, N17 0PG
<b>Telephone number</b>	(0208) 808-9117
<b>E-mail</b>	
<b>Registered person</b>	Northumberland Park Women & Childrens Centre Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Sessional 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?

Northumberland Park Women and Children's Centre is run by a management committee of the Northumberland Park Women and Children's Centre Ltd, a registered charity. The setting opened in 1987 and provides sessional care, out-of-school-care and crèche provision. They operate from three rooms, children have access to two outside play areas, in a purpose built building situated off Park Lane in the Northumberland Park area of the London borough of Haringey. The group serves the local community. There are currently 27 children on roll for sessional care, 25 children for out-of-school and crèche numbers vary depending on sessions. There are 25 children who are in receipt of nursery funded education. The setting currently supports a number of children who have English as an additional language and with learning difficulties and disabilities.

The sessional group operates from 09:00 to 12:00 each term-time and for four weeks during the summer holidays (pending funding), in the pre-school room. The after-school club operates from 15:00 to 18:00 each term-time week day for 38 weeks of the year in the hall and the holiday play scheme operates each weekday 09:00 to 18:00 for the first four weeks of each summer holiday, and occasionally for two weeks over Easter, from the pre-school room and

the hall. The crèche operates regularly, to support local parents on short term courses, at different times between 09:00 to 20:30 and on different weekdays from the crèche room, the hall and/or the pre-school room according to course needs and room availability-parents may be attending courses both within the centre or off-site. There are 21 staff members working directly with the children, of these 18 hold an Early Years qualifications. There are seven staff who are currently working towards a further qualification. The setting receives support from the local authority.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is promoted through effective procedures and staff's good hygiene practices. Children benefit from playing in a clean, child centred environment. Effective procedures such as staff wearing disposable gloves when changing soiled children, sustain high levels of hygiene, and help prevent the spread of infection. Children follow good hygiene routines, such as washing their hands before eating, and after visiting the toilet.

Children's health is promoted as a suitable ratio of staff hold a current first aid certificate. This is further supported as staff have a clear understanding of procedures to follow should a child become ill in their care. Staff have access to details of children's individual health needs in the event of an emergency. Children who are infectious do not attend thus preventing the spread of contagious infections. Medicine and accident systems are in place, which are consistently recorded and shared with parents. This contributes to the well-being of children.

Children benefit from a healthy diet. They are provided with snacks that comply with their dietary requirements, which staff acknowledge and provide accordingly. This ensures children's individual dietary, cultural and medical needs are met. Staff discuss the storage and serving of meals provided by parents or the feeding routines of young babies. This allows for individual feeding routines to be followed. Staff hold young babies closely when feeding, giving individual attention. This provides them with a sense of security and comfort. Children help themselves to snacks and drinking water, which is made available throughout the sessions. This supports the development of children's independence skills. Staff sit with children and act as positive role models as they discuss healthy eating and the effects of the food on their bodies.

Children regularly participate in a range of well organised play activities that contribute towards their health. They use the outdoor play area on a regular basis as an extension of the indoor play area. Children show great pleasure as they participate in experiences that promote their physical well-being and development. Children enjoy running freely, climbing, crawling, digging sand, filling watering cans and steering and riding bikes. They take great delight in moving their bodies to action rhymes. Children's fine motor skills are developing well. They are competent when using a range of tools, for example, scissors, glue sticks and paint brushes. Children are able to be active or have quiet times, for example, space is organised for young children to sleep. Space is organised in a cosy environment for older children to sit in the quiet areas for looking at books or relaxing.

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

The provision is good.

Children are cared for in a bright and child-friendly environment. Children's work is displayed both on walls and as mobiles which adds to the welcoming environment. Children benefit from playing in a well-organised environment, which contributes to them being able to move around safely and freely. Children are able to develop their self-help skills as they begin to make their own choices about their play, as they confidently make choices from low storage. Children engage in physical activities, table top and floor play, and they enjoy opportunities to relax in quiet areas.

Children use a wide range of good quality toys and resources which are appropriate to their age and stage of development. Staff carry out regular risk assessments to minimise hazards and ensure the safety of the children. Staff are vigilant to address any on-going hazards during sessions, for example, making sure floor areas are kept dry of water or cleared of sand in the 'messy' area. The organisation of the routine and gentle reminders provided by staff, help children to learn about safety. For example, staff remind children about the dangers of running indoors.

Staff are aware of the setting's child protection policy and understand the procedures to follow if they have any concerns. This supports children's welfare.

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

The provision is good.

Children are happy, settled and are developing warm and caring relationships with staff and peers. This enables them to make good progress in their personal, social and emotional development. Individual settling-in routines help children quickly settle into the environment. Children enjoy their time at the setting. Caring, friendly relationships between staff and children help younger children who are upset to settle and become familiar with their environment. Children are interested in the activities organised for them and are actively participating in purposeful play.

Children confidently seek support from staff or involve them as play partners, this indicates they have good trusting relationships. Children are developing good self-care skills, for example, they confidently put on their coats and address their personal needs in the toilet area. Though children present to be very confident in the development of their independence skills, some areas of extending this area is overlooked. For example, children are not included in the preparation of snacks or for taking responsibility to share out the snacks with their peers. This impacts on the development of children's independence skills and to take on roles of responsibility.

Children are involved in a broad range of planned activities. Children are progressing because staff use their awareness of individual children's development. Staff know the children well and talk to them as they play to seek out what they enjoy and what they are learning. Children enjoy the range of physical activities organised and the creative play activities such as free painting, water play, cutting and sticking activities. Staff recognise the importance for children to extend their own ideas in play or allow them to initiate their own play. This supports children's learning to develop new interests and express their ideas and thoughts through activities.

Nursery education.

The quality of teaching and learning is good. Children make progress in the six areas of learning because staff have an understanding of the Foundation Stage and the development of each child. This is further supported by the implementation of the key worker role and the regular observations carried out to monitor the progress of learning. Staff work as a team to ensure they share information from general observations to allow the key worker to update records. However, staff are not consistent in recording the next steps consistently in relation to the observations carried out. Therefore the link is not recognised for the next steps, as they do not relate to the individual learning outcome or aspect. This impacts on children's progress being consistently monitored. There is a good balance of adult and child-led activities. Staff provide good learning support as they participate in activities, where they provide explanations and help children to problem solve. Planning of activities provides children with an extensive range of activities and experiences which cover the key areas of learning.

Planned activities allow for children to bring in their own ideas and extend their interests. Children are keen to share their learning with staff as they extend their knowledge in child initiated play, for example, as children ask for tools to allow for them to find insects in the garden area. Children show a good sense of belonging as they greet each other and staff on their arrival. They proudly share their work with each other. Children take on responsibility for their personal needs, for example, putting on their own coats and knowing they need an apron for water play. Children are friendly and show concern for each other. For example, they share books with their friends or help them with fastenings.

Children speak confidently of their experiences and listen carefully to adult led discussions. These are organised well to have a balance of small key groups as well as large group discussions. Children listen to stories well and also make free selections of books from the well resourced book area. Children are beginning to recognise their names in print, as they select their names daily and post on their key group boards. This is further supported with the good use of print in labelling throughout the setting in both text, pictures and opportunities for children to use tools to practise mark making. However, the labelling of children's display work is overlooked. This impacts on children's contributions not being given recognition or value. Children have plenty of opportunities to develop good hand-eye co-ordination, to help develop hand writing skills, for example, by using glue sticks and paint brushes for painting walls with water.

Children understand the concept of simple addition and subtraction through practical activities, for example, counting games and using pegs to learn the value of numbers. This is further supported with the use of rhymes which allow for children to problem solve. Children are able to recognise numbers in print and the value of coins, for example, as the shop area is well organised to have prices in print and access to plastic money. Children learn about shapes in various forms, for example, as they cut shapes spontaneously or use shapes to draw around.

Children are learning about living things as they explore the garden. For example, they use tools to dig or magnify small insects found in the garden. The children's learning in this area is supported with staff interaction, books and rhymes. They participate in gardening activities, learning about how plants grow and the impact of nature. Children are taken on community visits and learn about the contribution made by community members or facilities. For example, the community police visit regularly and children learn the value of the post office in ensuring their Mother's Day cards can be sent home. Children use electronic equipment daily for learning activities, such as the computer and tape recorder.

Children have opportunities throughout the setting to develop their imaginative skills, for example, as they play in the well resourced home corner and shop area. Children enjoy this area

of play, taking on roles as they dress up and use props of their interest and extending this into the garden area. They actively participate in the range of activities to develop their creative skills and incorporate their own ideas. Children respond well within the musical and dance activities.

The routine provides children to engage in a good range of physical activities. The range allows for the development of skills for children to have opportunities to climb, balance, steer and crawl. This is supported with children having access to a broad range of equipment.

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

The provision is good.

Staff have a positive attitude towards diversity. Children from a variety of ethnic backgrounds and children with special needs and disabilities are welcomed and supported. Children with learning difficulties or disabilities benefit well from the systems in place to provide support. Parents and carers are consulted, and the advice of the local authority advisor is used effectively to plan and monitor progress. This is further supported, as the designated named staff member for special needs is undertaking relevant training and sharing practice issues with the staff team. This ensures all children's needs are met. The staff team are able to offer additional support to children who have English as an additional language, by having staff in place who speak community languages, staff learning key words and the development of a picture dictionary to enable children to understand simple instructions. Staff ensure that resources positively represent the children who attend as well as about individuals from the wider community. However, opportunities to gain an awareness about cultures, beliefs of others and the celebration of a variety of cultural festivals are limited. This means children are not given sufficient opportunities to learn about themselves and the local community.

Children are very well behaved. Appropriate praise and encouragement, help children to understand what behaviour is expected. Staff manage children's behaviour through distraction and simple explanations that are appropriate to the age and understanding of the children. Staff support children to develop good social skills such as turn taking, sharing and treating each other with kindness. For example, children use the egg timer to help them to take turns. Good staff interaction, supervision and the provision of stimulating play ensures children are occupied and engaged in purposeful play. This positive approach ensures children's spiritual, moral, social and cultural development is fostered.

The partnership with parents of children who receive nursery education is good. Relationships with parents are friendly and supportive. Parents contribute to an initial assessment of their child, this ensures staff have knowledge of individual needs and achievements. This helps ensure children receive individual care and attention. Children benefit from the positive partnership staff have developed with parents, and parents speak warmly of staff's positive approach, being involved in any specific update meetings and how their children are happy at the setting. Staff exchange information with parents on a daily basis, with the key worker taking responsibility to share relevant information with the parents. Parent sessions are organised to allow for parent and key worker to meet to ensure that information is shared and updated on a regular basis. This ensures continuity of care as well as identifying children's progress. Policies are discussed at the initial assessment. Information about the week's activities are displayed in the play area, this ensures parents are kept informed about current happenings.

## **Organisation**

The organisation is good.

Children benefit from being cared for by qualified and experienced staff, who demonstrate a sound understanding of child development. The manager has taken appropriate steps to seek training to ensure she holds a recognised child care qualification. This enables the staff team to meet children's needs appropriately. Appropriate recruitment procedures are in place to ensure staff are suitably vetted. Regular team meetings allow for specific issues to be addressed, such as additional training identified and ensuring policies and procedures are understood and reviewed. Staff work well as a team and take responsibility in their roles as key workers. They are adaptable to provide support and cover for staff absences, this ensures ratios are met and there is consistency in care for children.

The setting is well organised, which includes established routines, provision of stimulating age appropriate play activities and ensuring parents are welcomed into the child friendly environment. Space is used effectively to reflect the various forms of care sessions provided within the setting.

All required records are in place and confidentiality is maintained. Policies and procedures are reviewed by both the staff team and the committee to address any relevant changes.

Leadership and management is good. Management have regular team meetings and supervision sessions to monitor the delivery of the curriculum and the impact on children's progress. Management seek training through the local authority and the support of the local authority advisor. This contributes to staff working as a team and developing plans that take into account the children's individual stages of learning. Management are aware of the strengths and weaknesses and of improvements they need to make in evaluating children's learning. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the setting agreed to provide children with sufficient support and challenge; improve opportunities to develop children's speaking skills; improve opportunities for children to learn about staying healthy; improve opportunities for children to use musical instruments; implement effective systems to monitor staff practice and the quality of education provided by staff and have in place the required written documentation of; the daily attendance register to contain arrival and departure times of all children; the lost or uncollected children policy; the outings policy; medication administration records with parental consents and countersignatures; child protection and complaints policy inclusive of Ofsted's details.

The setting has made good efforts in addressing the issues and have been met well. For example, these have been met through training and the regular support received from the local authority advisor. Children are provided with a good range of activities that are both challenging, stimulating and reflective of age and development. Opportunities for children to develop their speaking skills have been taken into consideration, for example, staff have both small and group discussion times to allow for less confident children to participate, staff are skilled in using open ended sentences which allows for children to share their views and opinions. Opportunities for children to learn about staying healthy have been addressed, for example, children have free independent access to drinking water, discussions about healthy eating and the effect of specific food on their bodies, and daily participation in physical play and fresh air. Staff provide children with access to a variety of musical instruments which they can play with spontaneously, staff provide guidance on using these correctly. Planning has been reviewed,

with input from the key workers working together as a team to devise plans, taking into consideration individual children's stage of learning. The setting has made good progress in ensuring documentation, policies and procedures are in line with the required documentation.

By meeting the recommendations, the setting has improved children's safety, well-being and learning.

### **Complaints since the last inspection**

Since April 2004 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):

- extend on existing opportunities to allow children to develop self help skills as part of the daily routine
- provide opportunities for children to gain an awareness of cultural differences, different beliefs and cultural festivals

#### **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):

- improve on the practice of labelling; this includes children's work
- ensure observations clearly identify the link between the observation, learning outcome and the next step.

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)