

# Clare Gardens Family Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	105683
<b>Inspection date</b>	07 November 2007
<b>Inspector</b>	Caren Carpenter
<b>Setting Address</b>	349 Westbourne Park Road, London, W11 1EG
<b>Telephone number</b>	0207 727 2725
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<b>Registered person</b>	Royal Borough of Kensington and Chelsea
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day 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](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?

Clare Gardens Family Centre was registered in 1974. The Centre is run by the Local Authority. It is based in a single storey building within the London borough of Kensington and Chelsea. There are three enclosed outdoor play areas.

The Centre provides a range of services to children and families who meet the admission criteria. The services include a day nursery, a crèche and various parents' and carers' support groups, such as family therapy, housing advice, health workshops and a home safety scheme. A maximum of 47 children may attend at any one time. There are currently 55 children from under one year to five years on roll. Of these, eight receive early education funding. The Centre supports a number of children with learning difficulties and disabilities and a number of children who speak English as an additional language. Children attend a variety of sessions. The Centre serves children and families from a wide geographical area.

The Centre opens each weekday from 08:00 to 18:00 for 51 weeks of the year. This inspection focused mainly on the day nursery within the centre.



The centre employs 16 full-time staff, including the manager, the deputy and the business support officer. All staff with the exception of the business support officer hold early years qualifications. The centre also employs a part time cook, an assistant cook and domestic staff.

A qualified teacher acts in a consultancy role through the Early Years Child Care and Development Partnership.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children are learning very good hygiene practices to prevent infection. They are learning the importance of washing their hands after helping to clean the Centre's fish tank, after handling the Centre's pet snails and after outdoor play.

Parents are well informed about events such as accidents during the day as there are good procedures in place. However, some accident records are not countersigned by parents. Effective medication policies are in place ensuring that medication is stored and administered safely.

Children are gaining a good understanding about the importance of healthy eating. The weekly menu is developed by the provision to ensure that children receive a good variety of nutritious snacks and meals that are freshly cooked. For example, they enjoy creamy fish pie with mixed vegetables and fresh fruit salad. Children recognise when they are thirsty and help themselves to regular drinks of water.

Children's good health is well supported throughout the centre as they enjoy lots of fresh air and exercise, for example they relish their time in the outdoor play area, developing a range of physical skills.

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

The provision is good.

Children are welcomed into a stimulating environment with colourful wall displays and interesting and attractive activities. Space is well organised and enables children to move freely and participate comfortably in all activities.

Children have easy access to a wide range of appropriate equipment which is stored to encourage their independence. Good procedures are in place for staff to check and clean all equipment and toys regularly, ensuring they are all suitable and safe for the children. However, risk assessments are not recorded to promote children's safety.

Children understand and practise fire drills regularly which are clearly recorded. Excellent security precautions are in place to safeguard children, for example, the entry to the Centre is well managed and visitors to the Centre are met by Centre staff. A visitors book is used well to promote children's safety and visitors are required to wear a visitor's badge.

Children are well protected because staff have good understanding of their roles in child protection issues. Staff understand the correct procedures to follow in the event of any concerns. For example, they report concerns to relevant agencies and maintain appropriate records.



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

The provision is good.

Children are enjoying their time at the Centre. Younger children benefit from staff's knowledge and understanding of the Birth to three matters framework. They are cared for by a caring and loving staff team. Children are supported well by staff to help them settle into routines. They are given help and encouragement as they participate in activities. Babies to two-year-olds are developing confidence and self-esteem. They are actively participating in activities which are appropriate for their age and stage of development.

Children are settled and enjoy coming to the nursery. Their self-confidence is promoted by staff who have consistent expectations and clear routines. Staff demonstrate a caring attitude towards the children and encourage them to share and play together. Children select from a wide range of stimulating and interesting activities, such as painting, jigsaw puzzles, water and sand play, building, constructing and play dough.

### **Nursery education**

The quality of teaching and learning is good. Children are making good progress towards the early learning goals due to staff's knowledge of the Foundation Stage and how children learn effectively. The learning environment and activities are planned to provide a good range of activities across the six areas of learning.

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 is used effectively to plan for individual children.

They have good opportunities to develop early writing skills and some children write their names independently. Writing resources are well organised to allow children easy access and there are good opportunities for children to write for different purposes. For example, during outdoor play they have good access to a wide range of writing materials.

Children have good access to a wide range of quality books and enjoy looking at books independently and listen to a range of interesting stories. They recognise their names as they select their name cards for self-registration.

Children are making good progress in their mathematical development. They can count up to 10 and beyond and they are able to organise objects into groups by colour, size and shape, developing early maths. Children are using mathematical language to compare, such as less, heavy, light, big and small, to solve simple problems. They are learning about weight during practical activities.

Children find out about the environment as they learn about living things, such as snails, they explore and investigate through digging and planting tomatoes, herbs and flowers. However, children have few opportunities to use information and technology to support their learning.

They have good opportunities to develop their own play and ideas as they select their own resources. Children's creative and imaginative skills are being promoted with a good range of art resources.

Children are making good progress in their physical development. They are enthusiastic as they enjoy fresh air and physical exercise daily. Children regularly use large physical play equipment



to jump, climb, slide and balance, which develops their large muscles and co-ordination skills. Children handle small tools such as pencils, play dough cutters, rolling pins and scissors with increasing control.

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

The provision is outstanding.

Children are highly valued as individuals and are made to feel extremely welcomed in the setting. They develop positive attitudes to others following the strong example set by all the staff. They enjoy activities and resources which promote a positive view of the wider world. They celebrate a variety of festivals such as Diwali, Chinese New Year, Eid and Black History month. They have excellent access to a well resources cultural room, which is attractively organised with an extensive range of artifacts and books. They visit the local temple to learn about the cultural beliefs of others. This positive approach fosters children's social, moral, spiritual and cultural development.

The needs of the children with learning difficulties and disabilities are recognised and met exceptionally well by the centre. Staff work extremely well with the early years special educational needs team, parents, educational psychologist, physiotherapist and speech and language therapist. This ensures that children's individual needs are met effectively. They plan and develop individual educational plans to ensure that every child receives the best care. A range of specialist equipment and resources is available to ensure they are able to make progress in their development. A special needs co-ordinator is employed to provide excellent support to children, staff and parents.

Positive relationships are formed and children work extremely well together. Staff use exceptional and effective strategies to manage children's behaviour. Resources such as timers, along with staff's positive reinforcement, help children to behave well. During outdoor play staff use the timers to encourage children to share and take turns; this helps children to develop consideration and respect for others. Children watch the timers closely and know when it is their turn to ride the bikes and tricycles. Staff use lots of praise and encouragement and ignore unwanted behaviour. As a result, children are confident and show good self-esteem, responding exceptionally well to staff.

The partnership with parents is outstanding. Children benefit tremendously from the strong relationships between staff and parents as their individual needs are well met. Parents are given very clear and meaningful information on the Foundation Stage and the programme of learning through notice board and leaflets. They are kept exceptionally well informed of their child's achievements through daily exchange of information. Parents are invited to regular meetings with the key workers and other professional agencies involved in the care of the children to discuss their child's progress. Informative newsletters are provided for parents and carers gives details, such as forthcoming events.

Parents have excellent opportunities to attend a range of information workshops sessions organised through the Primary Care Trust. For example, they find out about the importance of eating healthy food, such as vegetables and fruits, to prevent diabetes, heart disease and stroke. Parents are actively encouraged to become involved in the centre, for example, story sessions. Written parents' comments stated that that their children are very happy coming to the setting, they learn about how to become independent learners. 'I am very happy with my child's progress and the care the centre provides'. 'The centre should be commended for the excellent work they do and the support they give to parents.'



## **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 outdoors. This helps children to make choices and develop their ideas as they play.

Resources and equipment are organised to promote children's safety, welfare and development. Staff work very well as a team to meet the needs of the children. The ratio of staff to children is good, enabling all children to receive a lot of individual attention, including children needing additional support. The developing use of the Birth to three matters framework gives children positive experiences and help them make good progress in all areas. Staff work well as a team and clear defined roles and responsibilities ensure the operational plan works in practice.

The leadership and management of the setting is good. They work closely with parents to maintain communication in different ways. Good systems are in place to evaluate the care and education and to help make improvements. However, the programme for knowledge and understanding of the world does not provide opportunities for children to use information and technology to support their learning. The Centre works closely with a range of services and the advisory teachers, who are actively involved in the planning, teaching and evaluating of the curriculum and the care the children receive.

Children's care and welfare are safeguarded by clear and well maintained documentation. However, some lacks the necessary details. An operational plan is in place which is reviewed regularly and shows clearly how the centre operates towards the outcomes for children. Policies and procedures ensures that staff are clear about their roles and responsibilities.

## **Improvements since the last inspection**

At the last inspection the setting was required to: ensure that all records are stored securely; ensure that the accident and medication records include staff's full names for future reference; ensure that the accident record book is reviewed regularly to identify any trends or recurring causes of injuries; and to ensure that the complaint procedure includes address and telephone number of Ofsted. Children's records are stored securely; therefore their welfare is fully promoted. Children's safety and welfare is promoted because accident and medication records include staff's full names. However, not all accident records are countersigned by the parents. A staff member is responsible for monitoring and reviewing accident records every three months. This means that they can identify any re-occurring accidents to promote children's safety and welfare.

The setting was required to ensure that the risk assessments include the kitchen door which is left open whilst cooking is in progress. Risk is minimised because a gate is in place to prevent children having any access to the kitchen area at any time.

The setting was required to: extend opportunities for children to closely observe, explore and investigate living things; provide opportunities for the more able children, through phonics, to understand the meaning of sounds; provide opportunities for the more able children to solve simple mathematical problems through practical activities, for example, calculating, addition and subtraction; and update written assessment records of children's progress regularly.



Children are investigating and exploring living creatures for example, they study the centre's pet African land snails and the pet fish. They learn to care for the snails and the fish by feeding and keeping them clean. The older and more able children are beginning to understand the meaning of sounds through phonics. For example, staff use children's name cards to encourage them to identify the letters and sounds of their names. They use sound tray objects beginning with phonetic letters to support their learning further. Children solve simple mathematical problems through a range of practical activities, nursery rhymes, songs and games.

Children's progress reports are maintained well and are reviewed every six months. This means that staff plan appropriate activities to ensure that children are making progress towards the six areas of 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):

- ensure that all accident records are countersigned by parents.
- ensure that daily risk assessments are recorded

#### **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 the programme for knowledge and understanding of the world by providing opportunities for children to use information and technology to support their 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)