

# Quaggy Children's Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY282060
<b>Inspection date</b>	25 July 2007
<b>Inspector</b>	Michelle Smith
<b>Setting Address</b>	Orchard Hill, London, SE13 7QZ
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<b>Registered person</b>	Quaggy Development Trust
<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?

Quaggy Children's Centre registered in 2004. It is a full day care provision run by the Quaggy Development Trust as part of the Neighbourhood Nursery Initiative. The nursery is based in Greenwich. The nursery runs a creche and an out of school club. As well as the nursery there are various groups and activities taking place. The nursery has three base rooms with adjoining toilet facilities. There are kitchen facilities, a sensory room, several meeting rooms and a large fully enclosed outdoor play area. The Children's Centre is close to local shops and has good transport links.

There are currently 54 children on roll. Of these, 23 receive nursery funding. Sixteen staff work directly with the children and are appropriately qualified.

The nursery opens five days a week all year round. Opening hours are 08.00 to 18.00. Children attend on a full or part time basis. Those children with learning difficulties or those who have English as an additional language are fully supported. The creche opens if training courses are available and children can attend for up to two and a half hours.

The nursery implements a curriculum based on the Foundation Stage and Birth to three matters framework. The setting receives support from a teacher/mentor from the Early Years Development and Childcare Partnership and various outside agencies.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children enjoy meals that are balanced and meet their dietary needs. There are children with special dietary requirements and these are met through the varied meals provided. Children enjoy fresh fruits on a daily basis, at different intervals throughout the day. For example, pineapples, grapes and strawberries at the mid-morning snack bar. They enjoy a variety of different fruits throughout the week. This helps children develop an understanding of healthy eating. There is a display of different fruits drawn by the children located at the snack bar area, and the table cloth is of different exotic fruits, therefore, reinforcing healthy eating through the environment around the children. They benefit from a range of different fluids throughout the day. For example, drinking water and milk at snack time. Meal time is used as a social event as children interact with their friends and staff. This helps children develop their social skills. Children also enjoy breakfast with their friends in the mornings.

There are systems in place for recording accidents and medication administered to children. All staff have updated their knowledge in first aid. Therefore, they are able to administer first aid in the event of an emergency. This means children's wellbeing is safeguarded. There are first aid boxes with contents, which are located in different areas of the nursery. There are suitable changing facilities for young children and staff use protective materials to protect themselves and others from infection. Children independently take themselves to the bathroom and tend to their personal needs. However, there are not always adequate hand washing facilities. This means children's health is not always protected.

Children benefit from daily fresh air, as they ride different wheeled play equipment in the outdoor area. This means children are developing their physical skills.

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

The provision is good.

Children access a safe environment that is warm and welcoming. All safety equipment in place is in working order and maintained by the appropriate services. There is a designated health and safety person, who works with staff to ensure children access safe equipment. For example, play materials are checked before being made accessible to children. There is a system for risk assessments, where staff complete daily checks. However, safety socket devices are not in place in different locations throughout the nursery. There is a hanging cassette lead in the toddler room. Therefore, children's safety is sometimes compromised. Fire drills are completed at regular intervals. All fire exits are clear and accessible in the event of an emergency. Children enjoy outdoor play under constant supervision. Therefore, children are able to play safely. There are effective procedures in place for children's safe arrival and departure. For example, an intercom system is in place and parents take their children into their allocated group room. This means children's welfare is safeguarded through the clear procedures for the handover process.

Children have access to a range of toys and equipment that is in good condition and meets safety standards. There are clear guidelines for using the play equipment. For example, a child

stands on the back of a bicycle trailer and staff remind him of the importance of sitting down until the bicycle has stopped. Children are beginning to develop an understanding of keeping themselves and others safe. There is a designated person in place relating to child protection. She has a sound understanding of the child protection procedures, through accessing different child protection training programmes. All staff have completed child protection training, and are aware of the procedures to take if they have concerns relating to child protection issues. Staff have access to policies and procedures in line with the 'What to do if you're worried a child is being abused' document. Therefore, children's welfare is safeguarded.

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

The provision is good.

Children enjoy their time at the nursery. Children arrive happy, and are eager to participate. The children are settled and have built good relationships with the staff, who are sensitive towards their individual needs. Children enjoy and benefit from opportunities to access a very good range of play experiences, that are age appropriate and stimulating. Children respond well to staff and benefit from the well established relationships. Staff provide very good opportunities for children to explore their surroundings. Children play co-operatively and enjoy being together. Children benefit from positive relationships built with others, through social opportunities. For example, children enjoy eating meals with their friends and going on outings to the local park. Children are finding a voice, and are becoming effective communicators as they socialise and interact with others. The staff use the Birth to three matters framework to promote younger children's learning and ongoing development. Staff have a very good understanding of the Foundation Stage and this impacts positively on the children learning.

### **Nursery Education**

The quality of teaching and learning is good. Children access a broad range of activities and play opportunities, which they enjoy. Children access a variety of different musical instruments. For example, a large wooden xylophone and other wooden instruments. Children benefit from programmable equipment, where they are developing an understanding of technology.

Children enjoy their time and engage in balanced and intriguing play experiences. For example, children build a den using bricks and mortar. This means children benefit from hands on experiences, that are interesting and enable children to explore. Children interact very well with their friends and work together harmoniously to accomplish different tasks. Staff understand the positive impact praise and encouragement have on children, by which children are becoming confident learners and communicators. Children benefit from the good opportunities to develop their physical skills through indoor and outdoor activities. For example, children manoeuvre different riding equipment skilfully in the outdoor area. Therefore, children are developing their physical skills and an understanding of spatial awareness. Children enjoy a range of different creative activities using different materials, in which children are developing an understanding of different textures. The nursery is covered in a wealth of print, this helps children develop an understanding of prints in different formats. Children enjoy reading books independently and in groups. For example, a child sits in the book corner reading a book, turning pages from left to right. This means children are developing an understanding that print carries meaning and they re-tell stories from familiar books. There are opportunities for children to draw freely with different writing materials. Children are developing their writing skills as they write for different purposes. For example, children can write recognisable letters and their names independently. This means children are developing good writing skills.

Children enjoy outings within the local community. For example, they visit the local Environmental Centre, where children have fun as they run in long grass. Staff lift up logs in the centre and encourage children to investigate nature. For example, children looked closely at the mini beast that live in damp areas in the outside. Children can count from 1-20 and beyond, therefore, developing their mathematical thinking. They access material that reflects different shapes and sizes, for example, shape puzzles. Children build and join using a variety of different formations, for instance, large building bricks and junk modelling. Therefore, children are developing an understanding of two and three dimensions. Children enjoy painting activities using a range of primary and secondary colours. Children are developing an understanding of different textures, through different messy play activities. For example, children play with shaving foam, sprinkled with blue paint to have the effect of an ocean, with different sea creatures. This means children benefit from opportunities to use their imagination. The staff question the children and encourage them to think and share their knowledge.

Staff interact well with the children. Children benefit from activities and learning opportunities, through staff's understanding of how children learn. Planning is consistent and in line with the Foundation Stage and impacts positively on children's overall learning. Staff complete children's progress development records, however, observations are not completed regularly and do not clearly identify the aim of the observation. Therefore, no clear trace as to how children are progressing in their overall development. There are children present with learning difficulties and/or disabilities and the staff provide very good support. There is a

Special Educational Needs Co-ordinator (SENCO) in place, who completes the Individual Educational Plan's for children and works with the area inclusion officer.

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

The provision is good.

Children are developing close and meaningful relationships with their friends. For example, children greet their friends on arrival. Children are kind and affectionate towards their friends. Children have established close relationships with staff and go to them confidently for cuddles and reassurance. Therefore, children are developing a sense of belonging and purpose. Staff know the children well and offer lots of praise and encouragement. This impact positively on children's self esteem. Children share their personal experiences and future events. For example, 'she is my new friend at school'. Children are becoming confident communicators. The children engage in play very well together. Children are well behaved and play together harmoniously.

The children are becoming confident learners through the learning opportunities provided by the staff team. Children with English as an additional language are well integrated within the group. They work closely with other professionals to ensure children's needs are met. There are children present with learning difficulties and/or disabilities. There is a SENCO, who works with the inclusion officer. All children participate in all activities that are made available.

Children value diversity. They access a broad range of play materials, play opportunities and activities that reflects disability, diversity and acknowledges cultural differences. For example, posters in different languages and designated areas decorated with different cultural materials. They are provided with opportunities to investigate other cultures through celebrations of different cultural events. For example, Chinese new year, where they learn songs relating to the celebration. The nursery fosters children's spiritual, moral, social and cultural development.

Partnership with parents is very good. Parents are welcomed into the setting and staff provide parents with information daily. They are well informed of events through a regular newsletter. They provide different opportunities for parents to discuss their children's progress. For example, through open days and daily information.

## **Organisation**

The organisation is good.

Children are cared for in a well organised environment. The comprehensive policies and procedures contributes to effective running of the nursery and promotes children's welfare. All staff have been through the necessary checks. Therefore, staff caring for children are suitable to do so. The space and resources are well utilised to meet children's needs. Children benefit from staff who work very well as a team and understand the importance of team work. All staff are valued and their qualities are acknowledged by management, this enables staff to excel and contribute positively towards the running of the nursery. Staff know their roles and responsibilities and they regularly attend training to up-date their knowledge and skills. All staff have a recognisable qualification and are working towards higher levels. This contributes to building a supportive environment where children feel secure and enjoy a broad range of experiences. All relevant documentation is maintained and this ensures that children's welfare is promoted.

Leadership and management of the nursery education provision is good. Children benefit from staff who have attended Birth to three matters and Foundation Stage training, all are involved in planning the curriculum to help children make progress in all the areas of learning. There are systems in place for recording children's achievements and monitoring their progress. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last inspection the nursery agreed to:

Further develop all practitioners' knowledge and understanding of the Foundation Stage Curriculum and to improve the quality of teaching and children's learning; ensure the evaluation of activities and opportunities provided effectively meet the needs of all children. All staff have completed training in the Foundation Stage and updated their knowledge in different aspects of the key issues through the Early Years Development Childcare Partnership.

Review the system for monitoring children's progress, to ensure the information is kept up to date and is used effectively to meet the needs of the older or more able children; ensure this information is shared with parents and give parents more opportunity to contribute to their child's learning. There is a system for recording children's progress and development. Most staff keep this up-to-date and parents are provided with opportunities to discuss their children progress and development, through open evening. There is a parents forum now set up, where they are encouraged to come and find out about their children's learning environment:

Review the organisation of the provision to ensure this best meets the individual needs of the children using all facilities (particularly when using the outside play area). The outdoor area, has been designated into two separate areas for the younger and older children. Children move around freely and access all activities made available in a area that is well organised and supervised.

## 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

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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 sure the children have access to appropriate hand washing facilities, that minimise the risk of infection
- make sure safety devices are located in electrical sockets that are accessible to children

### 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):

- make sure observations are completed regularly and evidenced in children's developmental records; provide opportunities for staff to develop their skills and knowledge in completing observation and clearly identify it's aim.

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)