

Sebright Childrens Centre

Inspection report for early years provision

Unique Reference Number	EY344280
Inspection date	19 September 2007
Inspector	Jane Davenport
Setting Address	Haggerston Park, Queensbridge Road, London, E2 7OL
Telephone number	0207 749 1210
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Registered person	Sebright Primary School
Type of inspection	Childcare
Type of care	Full day care, Sessional 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.

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?

Sebright Children's Centre is run by the governing body of Sebright Primary School. It registered in 2007 and operates from a purpose built building, which is situated in Haggerston in the London borough of Hackney. The nursery children have access to three play rooms and an outdoor play area in the form of an enclosed verandah, all of which are situated on the first floor of the building. Children also have access to a ground floor enclosed outdoor play area. A maximum of 45 children may attend the nursery at any one time. The nursery is open each weekday from 08.00 to 18.00 for 48 weeks of the year.

In addition to the Children's Centre providing nursery care, other groups for the community operate in other areas of the centre. Classes operate to allow families living in the community but who are not using the nursery facilities, to access drop-in sessions or organised groups. Sessional care sessions operate to reflect the hours of adult training classes and the creche sessions operate on an occasional basis. These sessions are organised separately to the nursery provision.

There are currently 44 children under five years of age on roll. The setting welcomes children with learning difficulties and/or disabilities and those with English as an additional language.

The nursery currently employs ten permanent members of staff, including two managers. All staff members hold early years qualifications.

The Sebright Primary School governing body is responsible for overseeing the operations of the centre, including management of budget and recruitment of staff. There is an overall centre manager, who is supported by the school head, and early years advisory teachers provide qualified teacher support for the nursery.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children play in a clean environment and follow good routines, such as washing their hands before eating and after visiting the toilet, and using tissues which they dispose of in the bins provided. Staff implement good hygiene procedures when nappy changing. They wear disposable gloves and aprons and ensure that the changing mat is sanitised after each use. They chat to babies while they change them and babies respond positively to this; nappy bins are emptied on a regular basis.

Children receive good care when they are unwell or have an accidental injury. Several staff have current first aid qualifications which enables them to give appropriate treatment. Parents give prior written consent to administer medication, which ensures children receive the correct dosage according to their needs. Accidents are recorded and signed by staff, but they are not currently countersigned by parents.

Children benefit from a range of healthy, well-balanced snacks and meals, and both parents and children are consulted by being given feedback sheets to complete to indicate which meals they like and to suggest possible changes to the menu. Meal times are a social time where children and staff sit together demonstrating good social skills. However, pre-school children's self help skills are not promoted fully or consistently at lunch time. A helper is chosen to help sort out the cutlery, but meals are served from the trolley and this currently limits children's choices. Children's individual dietary needs are known to staff and alternatives are always available to accommodate children with special dietary needs. Staff are vigilant and sensitive in the care provided for children who have allergies to ensure they are fully included and protected.

Children demonstrate a good sense of spatial awareness and move confidently during physical activities. They have opportunities to use equipment to further develop their physical skills, for example they use rolling pins, shape cutters and brushes in their daily play. All children have opportunities to be active or have quiet times, according to their needs. They are able to use the enclosed outdoor verandah on a daily basis and also take part in regular outings, for example to the parks and the local city farm. Staff are beginning to implement the Birth to three matters framework. Babies and young children receive lots of warmth and affection; this supports their emotional well-being. Staff follow babies' individual routines for eating and sleeping, which ensures continuity of care and contributes to their physical well-being.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The premises are well maintained and the indoor space is used flexibly to accommodate a variety of play experiences. Security is good at the front door, where visitors are identified on entering the building and asked to sign the visitors' book before being admitted. Staff carry keys to the group room doors and this provides additional security for the children.

Children choose from a good range of toys and resources, which are appropriate for their developmental stages and ordered from reputable suppliers. Toys are bright, colourful and in good condition. Many resources, such as heuristic play, treasure baskets, wooden toys and shells incorporate natural materials, and this extends the children's desire to explore different textures. Resources are easily accessible to the children, who are able to select toys and equipment that interest them; this helps to promote their independence and social skills.

Children and staff practise the emergency evacuation procedures on a regular basis. This helps children become familiar with the routine in the event of an emergency. Fire exits are labelled and free from obstruction. Children develop an understanding to take responsibility for keeping themselves safe, as staff explain safe practices to them. For example, children are reminded not to move the tables back and forth at lunchtime in case anyone gets hurt.

Staff carry out regular risk assessments on all areas of the building and on any venues for outings and this generally addresses and minimises potential hazards. Although safety measures are in place and staff are generally vigilant, on the day of the inspection cleaning mops and buckets were stored in children's bathrooms and this posed a potential safety hazard.

Children are well protected from abuse or neglect, as staff have a clear understanding of child protection issues and procedures. The nursery's child protection officer keeps staff informed of any changes or update of procedures at staff meetings.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and relaxed. They gain confidence through consistent routines and close relationships with the friendly and caring staff, who are aware of their individual needs. They enjoy a good range of activities that are stimulating and well balanced for all ages and have fun whilst they are learning.

Babies and young children gain much from being together as they learn to communicate and develop good relationships. New children are encouraged to visit frequently for short periods with their parent initially; this helps them develop a familiarity with staff, peers and the daily routine.

Planning for older children is based on the Foundation Stage curriculum guidance, and covers the six areas of learning. Staff identify what stage individual children have reached and how to help them make progress. Simple themes such as "touch" effectively extend the children's learning as they experience the different textures whilst playing with corn flour paste, water, dough, soil and leaves.

Children's creative and imaginative development is encouraged through activities such as art and craft, painting, listening to and playing music, singing, dancing, role-play and dressing up.

Staff encourage children to explore and use lots of praise and encouragement to build their confidence and self-esteem. For example, when a child begins to paint their own hands during a painting activity, this is supported and encouraged by the staff member, who provides more paper for the child to make hand prints.

Helping children make a positive contribution

The provision is good.

Staff are committed to the nursery's equal opportunities policy, which is appropriate and covers all aspects of the running of the nursery. Staff are aware of children's individual needs and respect their differences. They provide positive role models and encourage all children to participate in the activities provided. This ensures children have equal opportunities to maximise their enjoyment and potential. Children learn to accept differences and many resources reflect diverse and positive images of society.

There are good systems in place to support children who have learning difficulties and/or disabilities. Close liaison with parents and outside agencies ensure children's needs are well planned for. Staff are supported to be secure in their understanding of the code of practice, which means they are able to plan for children's individual needs. Consequently, all children are well supported and fully included in the nursery day.

Children generally behave very well. They respond to the positive approach of staff, who praise them generously for good behaviour, such as helping to tidy away the equipment or being kind to one another. Staff manage the children calmly and patiently; this encourages children to respond effectively to the guidance and praise they receive. They show a growing awareness of the needs of others, learning to share resources and show concern for one another.

Parents provide appropriate and relevant information about their children to the staff; this helps to ensure children receive individual care and attention. Parents are kept well informed about their child's participation and progress at the setting. In addition to giving verbal feedback to parents, each child has a day care diary which goes home with them every day; staff and parents can write comments in the diary and this is an excellent way of promoting effective two way communication. New parents are very well supported in the settling in process; direct telephone lines are available in each of the group rooms so that parents can speak to staff in the rooms if they have any concerns.

Organisation

The organisation is good.

The setting meets the needs of the range of children for whom it provides care. There are sound systems in place to ensure that staff working with children have been checked and are suitable, and staff files provide evidence of this.

Children are cared for in a positive environment, where staff work well together as a team, sharing tasks and responsibilities. There are clear systems in place to ensure that staff are well prepared to carry out their roles. These include an induction programme, regular staff meetings and appraisals and staff are encouraged to update and address their training and development needs through these processes. Children are provided with positive experiences to promote their learning; this is achieved through the management and staff's ongoing commitment to improvement.

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.

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 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 entries in the accident record are countersigned by parents
- assess the risks to children in relation to floor mops and buckets stored in their bathrooms, and take action to minimise these
- provide more opportunities for older children to make choices and develop their self help skills by serving their own meals

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