

Fellowship House Childrens Centre

Inspection report for early years provision

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| Unique Reference Number | 132283 |
| Inspection date | 25 September 2007 |
| Inspector | Marilyn Peacock |
| Setting Address | St Barthomew's Road, London, E6 3AG |
| Telephone number | 020 8503 5278 |
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| Registered person | Fellowship House |
| Type of inspection | Integrated |
| Type of care | 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.

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 inadequate - notice of action to improve. The registered person does not meet 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?

Fellowship House Children's Nursery has been established since 1991. It provides care for up to 32 children under five years. It operates from four rooms in a purpose built nursery, situated in the Fellowship House Centre. In a residential area in the London borough of Newham, close to shops and local amenities. There is a fully enclosed outside play area used by children daily.

The nursery is opened each day between the 08:00 to 18:00 for 51 weeks, from Monday to Friday.

Currently there are 35 children aged under five years on roll of these 13 receiving funded nursery education. The nursery also supports children with learning difficulties and/or disabilities.

The nursery employs eight staff to work with the children. All staff, including the manager hold appropriate early years qualifications.

Staff receive support from Newham Early Years and Childcare Partnership. They are also members of the pre school learning alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is generally well promoted. Staff follow adequate hygiene practices and most have attended first aid training which ensures that children receive appropriate medical attention if they become unwell or have an accident. All of the required documentation is in place to support children's care, accident records are completed and written parental consents are in place to promote children's health and well-being. For example, parents have all provided consent to seek emergency medical advice or treatment. Good support is provided for children who may have allergies or are food intolerant as individual plans are in place to ensure they receive the best care.

Children learn about following satisfactory hygiene procedures as they wash their hands before snack and after using the toilet but do not always have an understanding of the reasons for doing this. Although more able children are able to access the toilet independently, staff are not always deployed effectively to enable them to help children see to their personal needs. Children know where to find a tissue to wipe their noses and they dispose of the used tissue by ensuring it goes in the bin. However, bins do not have lids posing a health risk.

Children have daily opportunities to enjoy physical activity both indoors and outdoors. They develop and practise large physical skills as they run, play with balls and climb and balance on outdoor equipment. They learn a sense of space as they play manoeuvre pushchairs and scooters effectively round the compact outside play area. Children are developing confidence in using tools such as scissors, pencils, and knives as they cut up their lunch.

More able children help themselves to drinks from the water cooler in the corner of the pre school room. Babies and younger children are reminded to drink when they wake up after their mid day nap helping to ensure they do not become thirsty or dehydrated. Babies bottles are labelled with their initials to ensure they receive their own drinks. All children sit together for lunch helping children learn acceptable table manners from each other. Meal times are sociable occasions where staff and children sit together and share their observations of the day.

Children are provided with a varied selection of fruit and vegetables each day and demonstrate an understanding of healthy eating as they talk about healthy foods that "make you grow big and strong". Information is gathered from parents about children's individual dietary requirements which ensures their needs are well met. All meals are prepared using fresh ingredients by the nursery cook who works with the manager to plan healthy menus and a vegetarian alternative is always available helping to keep children healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is inadequate.

The nursery environment for children is welcoming, friendly and overall safe for them to play. The premises are secure and there are good procedures in place to prevent unwanted visitors gaining access. No one can enter the premises without using the buzzer and a member of staff opening the main door. Displays of children's work and photographs of them at play adorn the reception area walls providing a snap shot of how children spend their day and helping children feel valued. Large white boards inform parents of the activities children have participated in each day.

Children use a wide range of toys and resources appropriate to their age and stage of development. Most are stored within easy reach of children so that they can self select toys and resources which interest them. However, most of the toys and equipment are starting to look tired and worn. The book corner is uninviting, books are torn and have pages missing. The dressing up clothes are grubby and neglected. Babies rattles are marked, push button toys have pieces missing and the mats are dirty.

Children are developing an awareness of how to keep themselves safe. They know not to run indoors and help clear toys off of the floors to avoid falls and accidents. Staff take steps to identify hazards and minimise potential risks to children, generally rooms are kept clean and tidy. However, not all risks have been sufficiently minimised, some parts of the outdoor play area are untidy and broken garden equipment has been stacked behind the shed within easy reach of the children. Putting children's safety when playing outside at risk. Children's safety and well-being is also compromised when they are sleeping as staff do not stay with the children and there is no policy to ensure they are checked regularly. Staff in the adjacent room have a baby monitor and they check on the children when they go passed the sleep room.

Children are safeguarded as staff have a satisfactory understanding of child protection issues. However, the current policy is not in line with safeguarding legislation. Staff are unclear of the procedure that would be followed should there be an accusation against them as these procedures are not included in the child protection policy or in staff guidance documents.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Staff working with the younger children use the Birth to three matters framework to support their planning. Children under three have good opportunities for free play activities where they self select toys and resources which excite them. There are also some focussed, adult-led activities each day. These are less well planned for and there are times when tables are left empty leaving children unoccupied. Staff make regular observations of children's achievements, which are recorded in each child's individual file and used to inform planning for children's next steps. However, the children's records are not systemically updated with the information gained from the observations, consequently opportunities are missed to progress younger children's learning.

Children are involved in a variety of activities that are appropriate to their age and stage of development. Toys and resources are made accessible to the children to encourage independence and choice. The babies can easily access toys and resources which interest them, including musical toys, pop-up toys and shape sorters. The youngest children use the small climbing apparatus to watch the older children at play. They excitedly bounce up and down in a large empty cardboard box and laugh and giggle as staff roll small cars down the flaps of the box. One young child yelps with delight as he scurries after a large ball. Staff closely monitor the less-mobile babies and interact effectively with them by providing good levels of eye contact and support.

Nursery Education:

The quality of teaching and learning is good. Staff in the pre school room have a good knowledge of the Foundation Stage and a clear understanding of how children learn. They plan and provide a good range of practical activities based on real life situations that help children progress in all areas of learning.

Planning covers all areas of learning and links clearly to the stepping stones. Staff are confident to adapt activities to incorporate children's interests. Staff observe the children during free play and focussed activities and use their notes to assess children's achievements. This helps to identify children's stage of learning and allows staff to plan the next steps in each child's learning. Staff make very good use of daily routines, activities and free play to extend children's learning. They listen and respond to what children have to say and question them appropriately. They show a good understanding of how children learn and adapt their approach to suit their different stages and individual needs.

Staff develop good relationships with children and know their individual needs well. Children are confident, independent and have good self-esteem. Children excitedly make the inspector a cup of tea to welcome her when she arrives using the utensils in the home corner. Children are developing good relationships and get on well with peers and adults. Children comfortably sit together on the couches sharing their observations and experiences enthusiastically. They understand the need to share and take turns when playing together. Younger children are helped to understand the principles of taking turns with the aid of a timer. Children behave very well and respond to requests for good behaviour. They understand the rules of the setting and remind each other to share. Children are very independent. They see to their personal needs such as dressing and undressing before and after outdoor play, visiting the toilet and washing hands.

Children's listening skills are developing well. They listen and take turns when speaking in large and small groups. They negotiate well during role-play. Children are becoming confident writers. They frequently attempt writing during their play and are starting to recognise situations when writing is used but writing materials are not always available in the role play/imagination areas limiting children's opportunities to start to ascribe meaning to marks. Children often attempt to write their names on their work. They enjoy painting with water on the walls of the outdoor play area and excitedly draw around each other using chunky chinks. Staff help them to form correctly shaped letters by showing them where to start the letters and writing them for children to copy. However children are not regularly introduced to the different sounds letters make. Children often use the books in the book corner they retell familiar stories to each other. However they lose interest easily as the book corner is uninteresting; books are damaged and piled on to of each other.

Children understand the concept of simple additions and subtraction. They can say what is one more or one less and attempt to add two groups of objects. They compare the number of cups at snack time to the number of children eating to ensure there are enough. Children's understanding of space, shape and measure is developing well. They recognise the properties of simple shapes and match patterns and shapes using shape bingo boards. They use appropriate mathematical language during free play activities such as water and sand play. They predict the tallest sunflower in the nursery sensory garden. Children have good opportunities to recognise and use numbers one to nine using the room displays and flash cards.

Children are confident in using information and communication technology. They demonstrate good mouse control when playing games on the computer. Children use a broad range of tools and equipment to explore their surroundings. They look at mini-beasts through magnifying glasses. They explore objects using magnets and discover which objects float and sink. They use forks and spades to plant bulbs and seeds for their garden.

During the winter they explore the changes to snow when they bring it in from the garden to make a snowman. Conversations between parents, staff and children, and photographs of

previous activities, effectively encourage children to discuss past and present events in their lives. Children learn about their own cultures and beliefs, and those of other people, through planned activities during times of celebration.

Children enjoy participating in singing sessions and regularly explore sound and musical instruments using the easily accessible musical instruments. Children express themselves creatively through a range of mediums. They paint, draw and make collages that represent their experiences. Large displays of children's work when following themes adorn all the walls of the nursery. Children explore the changing properties of corn flour. They respond using all their senses to many experiences, such as cooking, planting and touching a range of contrasting texture for example the textures of spaghetti painting and snow and ice in the garden.

Helping children make a positive contribution

The provision is inadequate.

Children are well settled in the friendly and welcoming environment. An effective settling in procedure helps ensure children's individual needs are met well. All children are included in the wide variety of experiences provided promoting a sense of achievement and enjoyment. All staff have a good understanding of children's individuality which promotes effective behaviour management. Clear behaviour management methods are implemented well by all staff, consequently children are developing their understanding of what is right and wrong and they respond well to the boundaries set. Children take turns and share, they help each other to tidy up ready for lunch. They show concern for their peers when they help each other to put on their coats for outside play and with difficult tasks, such as controlling the mouse, while using the computer. Children's independence is promoted well. Children help lay the table for lunch and pour their own drinks at snack time and are learning to share and take turns throughout the day. Children are developing a positive attitude to the wider community they share times of celebration. This positive approach fosters children's spiritual, moral, social and cultural development.

The special educational needs coordinators (SENCO) work is guided by suitable policies and procedures. Helping to ensure that any children attending who may have learning difficulties and/or disabilities are well supported.

The nursery is run by a group of parents who meet regularly to ensure children's well being and to make decisions regarding nursery practice. Parents are kept well informed of their child's development and progress through regular discussions with staff and monthly newsletters, parents of younger children receive written daily sheets. Children benefit from the regular informal discussion between practitioners and their parents ensuring they are well informed about their day. Parents receive good information about the education programme. The setting provides many opportunities for parents to express their views for example, they are invited to make suggestions towards the meals, snacks and drinks menu. Good use is made of photographs to help parents share their child's achievements and many parents provide a memory stick so that they can share the pictures with other family members. Although there have been no complaints made by parents. Current systems do not ensure that children are kept safe as parents are not adequately informed of the process to follow should they wish to make a complaint as information is out of date.

The partnership of children who receive funded nursery education is good.

Parents are well informed of their children's progress. Each child has their own development file, which parents can see at any time. The file contains information on children's developmental achievements and evidence of their creative work. Good systems are in place to enable parents to contribute to their child's development records with examples of what the child has achieved at home through informal chats or at the regular open days. Parents also receive a monthly newsletters which give them an overview of current themes, outlines books and stories that the children will be following for that month and offers advice on how parents can help children's learning at home. A notice board keeps parents updated about general aspects of the provision.

Organisation

The organisation is inadequate.

Although most of the required policies and procedures to keep children safe are in place, they have not been reviewed to ensure they are in line with current legislation therefore children are not sufficiently protected.

The manager is unaware of the changes to legislation which took place in October 2005 with regard to the complaints procedure. Current procedures are out of date and the contact details of the regulator are incorrect. Providers are required to keep a record of complaints made by parents, which they can see on request helping to keep children safe. This log is not in place. Consequently children's safety could be compromised should a parent wish to make a complaint to the regulator.

Systems are not in place to ensure Ofsted are informed of significant changes or events. Ofsted have not been informed of the changes to the committee which is also the registered provider. Both of these issues are breaches of regulations.

Children's safety is further compromised as staff are not deployed effectively at lunch time when children are regularly left in the sleep room unaccompanied. The staff appraisal system offers support to staff and provides a good channel of communication between staff and management. The manager meets regularly with the staff and helps to keep them motivated. However, monitoring systems are weak. They have not identified the weaknesses in staff deployment or the weaknesses in planning for younger children. Risk assessments are not sufficiently developed to ensure all risks to children are minimised.

The setting does not meet the needs of the range of children for whom it provides.

The leadership and management of the nursery education is good. Key staff are experienced at planning the foundation stage, enabling them to develop a strong curriculum. Staff appraisals identify personal development plans and this enables management to provide appropriate training support. Staff meetings, training and informal discussions contribute to the group beginning to evaluate and monitor the pre school provision. Staff working with children in the pre school room are eager and enthusiastic to make improvements. They welcome support and advice, working closely with the local authority.

Improvements since the last inspection

Following the last inspection the setting were recommended to develop recording system for daily attendance which includes an accurate record of the times of children's arrival and departure. This has now been done helping to protect children in an emergency. They were also asked to meet any recommendations made by the Fire Safety Officer (in this case a Fire

Log Book) A log is now maintained of all emergency evacuations again keeping children safe in an emergency.

The setting where also required to notify Ofsted of any changes in writing. This remains an issue as Ofsted have not been notified of recent changes to the committee in writing. This is an issue to be addressed following this inspection.

Complaints since the last inspection

Since April 1st 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 inadequate - notice of action to improve. The registered person does not meet 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, the registered person **must** take the following actions:

- assess the risks to children in relation to sleeping and take action to minimise these.
- improve knowledge and understanding of the requirements set out in regulations and set in place a procedure to notify Ofsted of changed to the committee.
- ensure that the child protection procedure complies with those of the Local Safeguarding Children Board (LSCB)
- ensure that the complaints procedures comply with current legislation.

These actions are set out in a *notice of action to improve* and must be completed by the date specified in the notice.

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):

- provide children with regular opportunities to ascribe meaning to marks in the role play area.
- make more opportuies to introduce children to the sounds in letters.
- make the book corner more interesting to children by improving the quality and condition of the book available.

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