

Riverside Childrens Centre

Inspection report for early years provision

Unique Reference Number	116201
Inspection date	15 January 2008
Inspector	Maria Therese Conroy
Setting Address	Edensor Road, Chiswick, London, W4 2RG
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Registered person	The Trustees of Riverside Childrens Centre
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 satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are satisfactory.

WHAT SORT OF SETTING IS IT?

Riverside Children's Centre was established in 1984. The setting is based in Cavendish primary School in Chiswick in the London Borough of Hounslow. The setting are registered for a maximum of 26 children aged two to five years. They are currently 45 children on roll, three of whom are funded three year olds. The setting is open from 08:00 - 17:50 for a total of 50 weeks of the year with one week closure at Christmas and bank holidays. The premises are purpose built and there is access to an outdoor play area. The setting operates as a day nursery offering both part time and full time places.

The setting are able to support children who have English as an additional language and those who have learning difficulties and/or disabilities.

A total of six staff are employed to work with the children all of whom have a relevant childcare qualification. In addition three further staff are employed to support the setting.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children's health is promoted as they are encouraged to wash their hands before they eat their meals and after using the toilet. Their first aid and medical needs are attended to as three staff have first aid qualifications. Medicine and accident records are all up to date and signed by parents. A written procedure is in place in relation to accidents and emergencies and sickness; which is displayed for parents, which keeps them fully informed of practices within the setting.

Children are provided with a well balanced menu which is displayed for parents to see, including spaghetti bolognaise, roast chicken with vegetables and yoghurts. Drinking water is not readily available to children throughout the day, although it is given to children with their snack and meals. In addition children's independence is not fully promoted during meal times as all food is plated up and their drinks are pre-poured by staff.

Children have daily opportunities to develop their physical skills. They thoroughly enjoy riding up and down on bikes, pushing prams and hiding in the house. Children are skilled as they use bats and balls, balance on stilts and steer wheeled toys. Their fine motor development is promoted as they thread cotton reels, complete puzzles and cut with scissors.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

The main play area used by the children is bright and welcoming to both parents and children. The equipment used by the children both indoors and outdoors is of good quality and is well maintained. Children can move around and play freely in different areas due to the good organisation of the play room.

The nursery playroom is entered by a bell entry system, which allows staff to check visitors to the premises, although they are not always asked to sign the visitors record book. Staff are vigilant in supervising children and monitor the outdoor area well when children are using this area. However when the outdoor area is not in use by the children, visitors are able to access it independently.

Children are safeguarded because there are written procedures in place for dealing with allegations of abuse in relation to both the children and staff. The procedure is displayed for parents to see which ensures they are informed of the steps that would be taken. Staff who are not fully vetted are fully aware they must not give any personal care to children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Young children are happy and settled, because of the effective settling in procedures followed by the staff. They are having fun as they explore the range of activities available. Children have opportunities to explore and investigate natural play materials such as sand and water. They are developing their imagination as they use the dinosaurs in the sand and tip and pour the water in the tray.

Children's creativity is promoted through the range of art and craft activities on offer. They enjoy creating independently and love to design their own creations as they take part in junk modelling, collage and free painting. Children listen to stories related to the current topic with interest, which re-enforces children's learning for example 'Elmer the elephant'.

Nursery Education

The quality of teaching and learning is satisfactory. Staff have a sound knowledge and understanding of the Foundation Stage Curriculum. They plan a variety of activities which generally promotes all areas of learning, however children's individual developmental needs are not incorporated into the planning. The level of challenge is sufficient to interest most children in the activities and to enable them to make satisfactory progress; however planning does not identify how activities are adapted for more able and less able children. At present the setting do not undertake any form of assessments, although this is an area that is currently being developed.

Children enjoy taking part in activities that promote mathematical development, such as simple subtraction for example they sing 'Five little speckled frogs'. They enjoy water play when they are becoming familiar with mathematical concepts such as 'heavy and light'. Children are generally encouraged to count during practical activities such as they line up to enter the outdoor area. They are becoming familiar with different shapes through planned activities such as a 'diamond' when they make a kite and count the number of sides it has.

Children are learning about the world in which they live. They are learning about those people who help us in the community such as when the fire and police officers come in. Children are investigating change when they mix paints to make different colours and enjoy planting flowers and finding out how different fruit and vegetables grow.

Helping children make a positive contribution

The provision is satisfactory.

Children settle in well at the nursery as the procedures in place enable children to feel secure. A profile is completed by most parents prior to children starting to enable the nursery to give the best possible care to each individual child. Staff are aware of individual needs for example dietary needs. Children learn about their own cultures and those of others through planned activities, such as making shamrocks for St Patrick's Day, daffodils for St David's day and reindeers, bells and snowmen for Christmas.

Children's behaviour is very good because they are engaged in the range of activities provided. Staff continually promote positive behaviour, they are heard praising children throughout the day when they have done something well, been kind or when they have achieved; for example when all children sit quietly during circle time, the member of staff tells children how beautifully they are sitting and how pleased she is with them. Children are learning to share the toys and take turns, they are encouraged to tidy up when they have finished playing and are rewarded with a sticker, which they proudly show their friends. Therefore children's social, moral, spiritual and cultural development is fostered.

Partnership with parents is satisfactory. Parents are given some information about the Foundation Stage curriculum, which is displayed on the wall for them to refer to at any time. At present there are no assessments procedures in place; however when children leave the setting a scrap book containing photos of them engaged in activities and evidence of their

work is given to parents. The nursery is currently reviewing how children's developmental records are assessed and plan to improve this area. A parents information area is available, where detailed information is displayed such as policies and procedures, activity plans and details of staffing. Parents are given copies of the planned topic for the week so they can be involved in their child's learning and extend the topic at home if they wish. Parents are very happy with the friendly staff, the way the staff relate to the children and the information they receive.

Organisation

The organisation is satisfactory.

The leadership and management is satisfactory. The playroom is generally well organised into the different areas of learning and it is attractively set out and welcoming for children on their arrival. Staff work well as a team and are deployed effectively, they are very clear on their roles and responsibilities, allowing them to support children in their play and ensure smooth transition from one activity to another. The setting do not currently have effective systems in place to monitor and evaluate the education programme provided, which means that weaknesses are not always identified. The management and staff show commitment to enhancing their practice as they continue to access training. Regular staff meetings are held, however these are currently being reviewed to allow extra time for staff to have a wider agenda.

The majority of regulatory paperwork is generally well maintained, however attendance records for staff and children do not contain details of the hours of attendance for both staff and children. This is a breach of regulation. Although there are procedures in place for 'complaints' and 'uncollected children', they do not contain all of the necessary details. The setting do not currently record risk assessments and do always not always keep a record of visitors to the premises.

The setting meets the needs of the range of children for whom it provides`

Improvements since the last inspection

At the previous inspection the setting were asked to improve in three areas in relation to the National Standards as follows;

To devise a procedure to follow in the event of a child protection allegation being made against a member of staff. This is now in place and displayed for parents and staff to access, which ensures that children are fully protected. The setting were also asked to ensure relevant contact details are stated on the complaints procedure, which is now in place. A parents poster is also displayed showing contact details of the regulator, which means that parents are informed should they wish to make a complaint. The setting were also asked to obtain written permission for emergency medical advice or treatment that facilitates parent's right to refuse. The registration forms used for children's admission have now been updated and all parents have the opportunity to sign in agreement.

The setting were also asked to improve in three areas in relation to improving the quality of education provided as follows;

To revise the assessment system to enable staff to use the information gained from observation and recording keeping to identify what children need to do next and plan accordingly and to involve parents in the planning of the next steps of their children's learning. Both of these

areas are still undergoing development and have been highlighted as a recommendation following the recent inspection. The setting were asked to increase access to technology items and programmable toys to find out how things work. Children now have regular access to the computer and other technology items such as telephones and other battery operated toys.

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.

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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 a daily record of the names of the children looked after on the premises, their hours of attendance and the names of the persons who looked after them is maintained.
- review the complaints procedure in line with revisions to criteria Oct 2005
- undertake risk assessments in relation to all of the areas used by the children
- review the procedure to be followed if a child is not collected from the setting to include all of the necessary information.
- keep a record of all visitors to the premises.

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):

- review systems in place for monitoring and evaluating the provision for nursery education
- develop systems to monitor children's progress to guide planning and teaching
- develop systems to keep parents informed of their child's developmental progress on a regular basis

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