

# Ilys Booker Under Fives Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	105700
<b>Inspection date</b>	06 March 2008
<b>Inspector</b>	Anne Mitchell
<b>Setting Address</b>	Lower Clarendon Walk, Lancaster West Estate, London, W11 1SL
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<b>Registered person</b>	Lancaster West Children's Community Network
<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 satisfactory.

At the time of the inspection there were no children in receipt of nursery education. Ofsted judges that the provider remains suitable to provide nursery education.

### WHAT SORT OF SETTING IS IT?

Ilys Booker Under Fives Centre opened in 1993. It is located in a housing estate in North Kensington and operates from 3 playrooms on the ground and first floor. All children share access to a secure enclosed outdoor play area.

A maximum of 18 children may attend the nursery at any one time. The nursery is open each weekday from 08:30 to 17:30 for 50 weeks of the year. There are currently 10 children aged from 18 months to under five years on roll. Although this group is currently registered to receive nursery funding for three and four year olds, it has not done so since 2005.

The nursery employs seven staff. Of these, five hold appropriate early years qualifications. The setting receives support from Kensington and Chelsea Early Years.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children's health is well promoted. Children follow good hand washing routines with staff support, and displayed picture prompts encourage them to be independent from an early age. Children's health and emotional wellbeing is effectively supported at nappy changing times because staff follow good routines with lots of interaction, positive facial expression and eye contact. Staff use disposable gloves and ensure the changing mat is thoroughly clean to limit the spread of infection. They are good role models for children as they wash their hands before and after nappy changing. Older children use low level toilets and washbasins to promote their personal independence. Paper towels also prevent the spread of infection.

There are good procedures in place to ensure play equipment, and furniture is clean. Children's health and welfare is promoted through the clear and comprehensive documentation such as the accident and medication recording. Policies for sick children are clear and up-to-date and shared effectively with parents. Children can be treated promptly in the event of an accident because first aid kits are available and at least two member of staff hold current first aid certificates.

Clear information about children's dietary needs are recorded on their personal details and discussed with parents. The responsibility for the provision of food is shared between parents and the setting, and lunches are brought from home and reheated by staff who hold a food hygiene certificate. Children enjoy healthy foods and the setting provides snacks and tea, such as fresh fruit, beans on toast or noodles. Children are well hydrated as they have access to drinking water throughout the day.

Children have very good opportunities for physical play and fresh air. They enjoy playing in the well resourced garden several times a day, as well as enjoying walks to local parks and outings to attractions such as the science museum and fire station. Children are skilled at climbing and balancing, using the well maintained equipment. They pedal and manoeuvre skilfully around the area on sit and ride toys and cars.

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

The provision is good.

Children are cared for in a safe and secure environment. Gates and doors to the setting are secure and use a coded keypad entry. Staff and children's attendance is clearly recorded. There are clear and comprehensive policies in place to ensure children's safety in the building, outside and on outings into the local community. There are good procedures in place to ensure that toys and equipment are in good condition and safe to use.

Children learn about their own safety from an early age. They are provided with good adult support so they can take acceptable risks within a secure and well supervised environment. They explore on the climbing frame, and tell staff 'look I'm holding on'. Children enjoy rolling down the slope in the car and staff remind them 'is it clear to go? Make sure no-ones in the way!'

Children are well protected from harm and neglect because staff have a secure and confident knowledge about safeguarding children.

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

The provision is good.

Children choose from a broad range of toys and play experiences to promote their all round development. On arrival to the setting children quickly settle to drawing and colouring, puzzles and miniature play. They explore bubbly water, finding sea creatures hidden below the surface. Children are confident and self-assured and relate well to familiar members of staff. Their language and vocabulary is developing well due to the high level of verbal and non-verbal interaction with adults. One child confidently draws a circle on the paper and proudly shows the member of staff saying 'Ball!' The child continues to draw more and more and the staff praise their efforts enthusiastically saying 'What a lovely picture. You are so clever!'

Children confidently leave their parents and settle quickly to their chosen activities. There is clear planning in place linked to the Birth to three matters framework. Staff plan a good balance of activities indoors and out, including local outings to the science museum, activity sessions at the local rugby club and local parks. Children enjoy many opportunities throughout the day to enjoy the well resourced garden. They become excited as they watch aircraft and helicopters overhead, supported by staff who participate enthusiastically in the children's interests.

### **Nursery Education**

The quality of teaching and learning is satisfactory. There are currently no children attending who are in receipt of funding for nursery education. The setting has not provided nursery education for three and four year olds since 2005 and do not intend to do so. The manager and staff have a satisfactory knowledge and understanding of the Foundation Stage and how young children learn. They demonstrate that they are able to plan and provide a suitable range of activities and experiences across the six areas of learning, taking the needs of individual children into account. Through observation and discussion of the children's profiles within the Birth to three matters framework it is clear that staff are able to assess children's progress towards the early learning goals and help move children to the next stage in their learning. Because there are no funded children at the setting there is no relevant documentation in place to record their progress.

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

The provision is good.

Children and their parents are welcomed warmly into the setting. The nursery provides a bright and welcoming environment with lots of children's art work displayed, as well as photographs and posters. Staff know the children well and meet their needs effectively.

Activities are well planned to meet the needs of children with differing understandings and abilities. Children learn to recognise and respect differences in society. There is a broad range of toys, books and activities that positively reflect diversity. Children's spiritual, moral, social and cultural development is fostered.

The partnership with parents and carers, with regards to Nursery Education is satisfactory. There are good systems in place to keep parents well informed of children's progress.

Children's behaviour is effectively managed by the skilled staff, and is therefore good. Staff are consistent and positive in their approach, giving children clear explanation and using praise and encouragement effectively to promote their confidence and self-esteem. Children are clear

about the staffs high expectations and know the boundaries. They are polite at snack time, saying please and thank you spontaneously and line up sensibly to go downstairs.

## **Organisation**

The organisation is good.

The setting meets the needs of the range of children for whom it provides care. Children are cared for by skilled and suitable staff, because there are rigorous systems in place to recruit and check all staff members. Staff demonstrate clear commitment to providing good outcomes for children through continued training.

Space and activities for children are well organised inside and out to provide a good balance of adult planned and child initiated play. Staff respond quickly to children's needs and interests. However, organisation of snack time makes it difficult for younger children, as they do not sit at a table and plates are not used. There is a clear and comprehensive range of written policies and procedures that support the level of care provided. Documentation is well organised and shared effectively with parents.

Leadership and management is satisfactory. The manager holds regular staff meetings to discuss children's progress as well as ideas for planning activities. She makes regular observations of practice within the setting to ensure that children's progress is effectively monitored. The manager reads all children's profiles to ensure that areas of development are fully covered and planning is monitored closely.

## **Improvements since the last inspection**

At the last care inspection, the provider agreed to ensure that the complaints procedure for parents contain contact details for Ofsted and the Disability Rights Commission. All procedures are continually reviewed and updated and now reflect current legislation.

At the last nursery education inspection, the provider agreed to strengthen the programme for mathematical development, by ensuring that sufficient challenges are set for the older and more able children, to begin to relate to simple addition and subtraction during practical activities. They also agreed to evaluate activities, in order to consider children's achievements and areas for development, and to strengthen the programme for physical development, by ensuring that children learn about the changes that happen to their bodies when they are active. Whilst the setting has not provided nursery education, and does not intend to do so, staff ensure that the needs of the children for whom they provide care, are effectively met in all areas of their development.

## **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.

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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):

- improve the organisation at snack time

#### **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):

- ensure relevant documentation is in place to record the progress of funded children

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)