

# Cass Child & Family Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY288677
<b>Inspection date</b>	20 February 2008
<b>Inspector</b>	Amanda May
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<b>Registered person</b>	The Governing Body of Sir John Cass's Foundation Primary School
<b>Type of inspection</b>	Childcare
<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

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?

The Cass Child & Family Centre was registered in 2004 and is situated in the basement area of the Sir John Cass Foundation Primary School, Aldgate. The Centre is funded by the School's Governing Body and by the Community and Children's Service. The children's centre provides clinics, courses and support groups for parents, carers and their families.

The day care provision of the Cass Child and Family Centre consists of 30 child care places for children aged three months to five years of age. There are currently 13 children on roll. In addition to the day care provision, 22 educational places are provided for children aged three to four years, and 30 places for children aged from four to five years. This provision is not required to be registered.

Day Care places are primarily for children whose parents are resident in the City of London and there is a criteria for acceptance. Currently there are eight full time and four part time members of staff who work with the children, all of whom hold at least a level three qualification.

The Day Care Provision is open 50 weeks of the year, except for the usual bank holidays, and operating hours are 08:00 to 18:00, Monday to Friday.

## THE EFFECTIVENESS OF THE PROVISION

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

The provision is good.

Children demonstrate a thorough awareness of the importance of keeping themselves fit and healthy as they enjoy daily physical play. Building work is under-way to extend the outdoor facilities to encourage children to enjoy keeping active. Children have use of the gym within the school and their play is supported through resources being in place such as soft play equipment, balls and hoops. Children also have access to an outdoor area, where they can explore a variety of activities and toys in the fresh air.

Children develop their awareness of healthy eating. Information is shared actively with parents about healthy meals and staff provide sample menus to parents on request. Children sit together at the table, developing social skills as they chat with their friends. Meals are provided by the school's catering team, who provide children with a variety of well-balanced and healthy choices. Platters of fresh fruits and salads are brought to the children along with their cooked meals, allowing them to taste a range of fresh and nutritious foods.

Staff follow effective procedures to protect children from illness and infection. Clear procedures are in place to ensure that children or staff who are unwell with an infectious illness are kept away from the provision, in order to help protect the other children who attend. Vigorous nappy changing procedures are in place, and staff ensure that gloves are worn at all times. This, along with the use of anti-bacterial cleaning fluids, helps to prevent the spread of illness and infection. Equipment is also in place to provide babies and young children a quiet and relaxing space to sleep. Music is played and staff sit with the children, rubbing their backs gently to relax them.

Accidents and the administration of medication are managed effectively. The setting asks parents to complete a consent form before any medicines are administered to children. Children who have accidents at the setting are looked after well. Staff are attentive to children's needs and record details of accidents when they occur. However, documentation lacks some detail, and records are not consistently shared with parents.

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

The provision is satisfactory.

Children are cared for in a secure and safe indoor and outdoor environment. Procedures are in place to ensure that children's safety is monitored, as CCTV is in operation at the setting, along with the use of intercoms to gain entry to the centre as well as the outside area. Staff demonstrate a sound awareness of the importance of ensuring children are supervised at all times, and children develop their own awareness of safety as they play. Staff encourage children to make their own choices and initiate their play in line with their interests. Staff gently remind children how they could make their play safer, for example, tucking in chairs under tables to make more space to spread out whilst they are dancing. Thorough risk assessments are carried out for visits off-site and for special events, however, risk assessments are not currently being maintained for the centre on a daily basis. This compromises children's safety.

Children develop their awareness of keeping themselves safe in an emergency as they practise fire drills and bomb alerts frequently. Staff demonstrate a clear understanding of their roles in supporting children and relevant documentation, including parental contact details, are taken out to ensure that parents can be quickly contacted in an emergency. Drills are recorded

effectively by the school, who feedback to the centre how quickly the setting was evacuated. Further drills are scheduled as and when children's understanding and awareness requires further support.

Children are effectively protected through staff awareness of issues surrounding safeguarding children. Secure written procedures are in place, and these contain information for parents, detailing the provision's role in protecting children and their welfare. Staff work closely with other professionals within the centre, and clear procedures are in place to ensure that relevant information is shared confidentially in order to support children's needs effectively. Some existing injuries of children are recorded and stored in their individual files, however, this is not consistent and these details are not normally acknowledged by parents.

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

The provision is good.

Children experience a varied range of fun and interesting activities which contribute to their development inside and outside. Staff support children in their play, and provide activities for children to explore freely. A sensory room is available for children to use with a trained practitioner, and sensory play opportunities are often explored as trays of gravy and cold custard are provided for children to investigate. Children show interest in these activities, and staff encourage children to test their senses as they try to guess what the mixtures are. Children are eager to explore, and receive praise and encouragement from staff as they guess correctly and begin pouring and spooning the gravy into cups and jars.

Relationships within the setting are very close. Staff are consistently aware of children's individual needs, and encourage them to join in with activities, or incorporate special activities which they know they will enjoy. Children are developing firm friendships, seeking one another out to join them in their play. Children lead their own play independently and choose resources which they would like to play with. Staff support children in initiating their own activities, whilst reminding them to clear away current activities to make some space.

Children demonstrate their confidence and independence particularly at meal times where, once they have finished eating, they scrap off their plates before putting them in a bowl of water. Their self-esteem is continually encouraged and supported, through conversation with staff and the provision of activities, which make them feel valued and included.

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

The provision is good.

Children are relaxed and at home in the comfortable environment. They develop their awareness of the world around them as they access resources and activities such as books and puzzles which depict people from a wide range of cultures and lifestyles. Staff support children in their individual needs very well. Parents are encouraged to come into the setting and share with the children their own cultures as they celebrate festivals such as Christmas, Diwali and Ede. There are currently children who attend the centre for whom English is as an additional language. Their needs are effectively promoted through the use of books containing the languages of their own cultures. Staff provide children with the opportunity to visit their friend's homes for lunch. Photo books are made up, and children develop their understanding of other children's cultures and home-lives. Children enjoy looking at the pictures, and these are also translated into a number of languages, to allow all children to not only be able to access all resources

easily, but also allow them to develop an awareness of languages from different parts of the community.

The setting also provides support for children with learning difficulties and disabilities. Provision is made to support these children as much as possible in their development and work is done, in discussion with parents, with other agencies who provide additional support to children and parents alike. The centre provides opportunities for children to work together in groups with a qualified teacher. This allows their individual abilities and struggles to be addressed and children benefit from one to one support where appropriate. A child psychologist is also on hand to provide advice and support to parents and staff in encouraging children's development, whilst actively promoting the best ways to communicate with children during their play.

Children are developing firm friendships and as a result, behaviour is generally good. Children are beginning to be aware of other children's needs, and work together in their play effectively. Staff generally encourage children to develop their awareness of rules, and to think about other people's feelings as they show kindness and concern for their friends. Good explanation techniques are generally used to explain to children why their behaviour is unacceptable, and lots of positive praise and encouragement ensures that children remain focussed in adult-led activities, thus behaving well.

Close links have been developed with parents and carers, and the setting encourages parents to come into the setting for open-days and for drop-in workshops. Children benefit from having settling in visits to ensure they develop security and confidence before they start at the setting permanently. Staff are approachable and friendly, offering advice and support to parents where necessary. The centre aims to share information about the provision and care provided to children through the use of newsletters and parent notice boards. Required documentation is in place and available for parents to view on request, and completed consent forms are filed for each child, giving parental permission for emergency help and advice to be sought if required.

## **Organisation**

The organisation is satisfactory.

The setting provides children with a generally well-organised environment, where they are encouraged to move between rooms and socialise with older children where appropriate. Staff deploy themselves fairly well, ensuring that a member of staff is present in each of the rooms. Required documentation is in place, although the complaints policy lacks information concerning how parents can view the complaints log and the contact details of the regulator.

Vigorous recruitment procedures are in place. The setting advertises positions widely, ensuring that staff are brought in from a range of backgrounds and cultures, this in turn supports children in their own security and awareness of people within their communities. Secure job descriptions are written for each member of staff, ensuring that staff are fully aware of their individual roles and responsibilities. A number of references are sought for each member of staff and all staff are fully vetted before they begin working with children, enhancing children's safety and security.

The children's centre is managed by the school's Board of Governors, and works closely in partnership with the local church as they are developing access to a range of supportive services for children and parents. Parents, carers and children attend various groups, such as healthy cookery, toddlers and parents, and clinics that support community health.

The setting has secure links with other professionals who use the children's centre to provide support to families within the local community. This allows staff to develop their own skills through on-going training and ensures that important information is shared appropriately. Staff are also given the opportunity to visit other provisions within the area. This enhances their awareness of best practice, allowing the setting to evolve and improve accordingly.

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

### **Improvements since the last inspection**

At the previous inspection the provider was recommended to ensure that all records relating to day care are reviewed to ensure consistency in presentation and ethos in line with the present Cass Nursery Centre programme.

However, as the centre has now evolved into a child and family centre, this is no longer relevant. All policies and records relating to day care are discussed and agreed with the Children's Centre team and in partnership with the school.

### **Complaints since the last inspection**

Since registration there have been no complaints made to Ofsted that require 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 documentation relating to accidents is recorded effectively using children's full names and develop methods of sharing this information with parents
- implement a strategy for recording all existing injuries in order to be able to monitor children's safety effectively
- devise and implement a system for ensuring daily risk assessments are carried out for both the indoor and outdoor areas, in order to protect children's safety
- develop and extend the setting's complaints procedure in order to include details about how parents can access a log of complaints, and information about the regulator's role and contact details.

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