

# Rebecca Cheetham Nursery Education Centre

Inspection report for early years provision

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| <b>Unique Reference Number</b> | 132352  |
| <b>Inspection date</b>         | 05 February 2008  |
| <b>Inspector</b>               | Tom Radcliffe   |
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| <b>Registered person</b>       | The Governing Body of Rebecca Cheetham Nursery Education Centre |
| <b>Type of inspection</b>      | Childcare   |
| <b>Type of care</b>            | Full day care, Out of School 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](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 Rebecca Cheetham Nursery Education Centre registered 1999 and was designated as a Children's Centre, supported by Surestart, in 2006. It is run by the Governing Body of Rebecca Cheetham Nursery Education Centre and is registered with Ofsted's Children's Directorate to provide full day care, crèche and wrap around provision. As a Children's Centre under the governance of a local authority school three and four year olds attending who are in receipt of nursery education are inspected under Section 5 of the Education Act 2005. The centre operates from a purpose built building situated in the Stratford area of the London borough of Newham and is open to all families living in the borough of Newham. Children attending have access to eight main play/rest rooms, a sensory room, a science room, book library, music room and three enclosed outdoor play areas.

The centre supports children with learning difficulties and disabilities. There are currently 15 children from 18 months to under three on roll for full day care and 22 children from three years to under five years on roll for wrap around care. Children attend a variety of sessions, both full time and part time. The number of children attending the crèche varies, depending on the groups operating. Full day care and wrap around care are provided five days a week, 48 weeks of the year, from 08.00 to 18.00 for full day care and 08.00 to 08.45 and 15.30 to 18.00 for wrap around care. The crèche opens for up to five sessions a week, each session being of

a maximum of three hours, 36 weeks of the year. Sessions run between 09.00 to 15.00 depending on the groups operating and occasionally on Saturdays from 09.30 to 12.00 to support adult training sessions.

The setting currently employs 23 staff who work directly with the children, some of whom work part time. Of these, 19 hold a level 2, 3 and 4 qualification and four are trained teachers. The remaining staff team are unqualified of which two are working towards a recognised child care qualification. The centre pays for the advice of an Early Years Consultant to support them in their work.

The Children's Centre provides additional services including a book/learning bags/maths games library, English classes, computer classes, a parent/toddler group, ante and post-natal massage, story telling, baby and toddler singing groups, psychologist sessions, counselling sessions, a childminder's network, chatter box sessions, parent courses, ante-natal classes and swimming and breast feeding support with a Health visitor, and Health Visitor support sessions for under 5s.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

The spacious environment that children use in their play, learning and other activities is very clean and very well organised. It is maintained to a high standard of hygiene during the day and before children arrive. This protects children from infection and illness. Accident and medication procedures are clear, well known by all staff and followed in accordance with very effective guidelines. Staff have an appropriate understanding of each child's health and medical needs which are met fully. Accident and medication records are shared with parents and children's health and wellbeing is further promoted as parental consent is obtained to allow staff to seek emergency medical treatment, should it be required. The centre has a large number of staff trained in first aid with appropriate and accessible equipment to care for children if they were to sustain a minor injury or feel unwell. Staff are also trained in administering life-enhancing medication, such as the Epi pen. Children in the centre are excluded in the case of infectious illness, parents comply with this policy completely which promotes the good health of all children in the setting. The centre also ensures that its everyday routines promote children's health; for example, staff wear disposable gloves and aprons when changing nappies and when serving food. Children are reminded about the importance of personal hygiene and regularly wash their hands before eating, after playing outside or after using the toilet.

Children's individual dietary needs are well known and met as the centre provides healthy and nutritious meals and snacks. Meal times in the setting are good social opportunities for the children as they eat with staff in an attractively decorated and furnished room. Staff support the children very well at these times, they encourage them to have healthy eating habits, take responsibility for themselves and promote conversations with the children. The centre publishes menus in advance for parents and regularly rotates them to give children a very varied diet. Main meals consist of freshly prepared food, such as fish pie, soup or pasta, with careful consideration being given to children's good health and individual needs. Snacks of fruit are available throughout the setting and children have access to drinks of water, milk or juice throughout the day. This positively impacts upon all children's health needs. Staff working with young babies in the crèche establish individual feeding patterns and needs with parents which provides consistency in care and security.

All children in the setting are given many opportunities to take part in physical activities and their physical development is good. All areas in use by the centre have access to very high quality outdoor play areas which offer a very good range of activities for the children. Children are able to use these areas freely and the presence of covered areas and enclosed play space, together with very good levels of staff support and supervision, mean that children can spend significant amounts of time involved in meaningful outdoor play. Children are able to have fresh air, take exercise and converse with adults as they run, climb, play with small apparatus or use wheeled toys and bicycles. Children also play imaginatively with water, sand and when role playing in the hut areas. Indoors the children have opportunities to promote their physical and coordination skills as they use musical instruments, paint and work with dough.

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

The provision is good.

The premises are very secure and safe for children, they are designed to promote free movement and provide for a good range of learning opportunities. In addition to their own rooms children are able to use areas that include a music room, sensory room and a library for books and play equipment. Areas are also available for children to take part in quieter activities, such as sharing books or playing games in small groups or individually. The welcoming setting is attractive with an extensive use of photographs, art work, children's work and information for parents and users of the centre.

Access to the centre is controlled effectively, all visitors are monitored and identified to ensure children's safety. Children's welfare is promoted as staff show a good awareness of their responsibilities regarding child protection. All staff can confidently identify potential concerns, effectively follow them up and all have had recent training to update their skills and knowledge. Emergency evacuation procedures are carried out regularly and fire detection and control equipment is available and adequately maintained. As a result children can be kept safe in the case of an emergency. There is a very wide selection of high quality play materials, resources and equipment. These are age appropriate and are stored to promote safe accessibility by children.

The centre has good policies in place to ensure that children do not face unnecessary hazards. Regular risk assessments and visual checks, both indoors and outdoors, allow staff to address potential hazards. Staff are well trained and guided in these areas which has resulted in a carefully monitored and safe environment in which children can play and learn. Children have a growing sense of how to keep themselves safe as they are guided by staff as they use equipment, move around the premises and interact with each other. Children's individual sleep needs are carefully established by staff and the centre ensures that all sleeping children are carefully monitored.

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

The provision is outstanding.

Children thrive in a warm and happy environment. A good key worker system effectively enables staff to properly understand and plan for individual children's needs. All staff working with children under three demonstrate a good knowledge of the Birth to three matters framework which is reflected in their development records, planned activities and provision of play opportunities.

Children settle very quickly into play on arrival, confidently using resources and interacting very positively with other children and adults. They independently select activities from the large range that is available or join in with adult led activities which includes, cooking pancakes or following a recipe to make dough. The children take part in activities indoors or outdoors and there is a very good free flow as children exercise their choices. Staff support all children very sensitively at all times, encouraging children to use their time purposefully as they use the excellent outdoor facilities to discover how water behaves or spend time singing and sharing stories when indoors. Children in the crèche are able to take part in developmentally appropriate activities as they sing together or decide what healthy filling their pancakes are going to have. The youngest children in the crèche are very well cared for by staff in activities that promote their language and physical development while ensuring that their care needs are met and their comfort and security maximised. Children have opportunities to explore their local community, such as planting bulbs in their local park. As children explore their play environment staff provide activities that stem from children's own interests; for example, the activity with dough, as a result children are engaged in these experiences and spent appropriate amounts of time on each activity. Younger children and those with a learning difficulty benefit from an excellent range of heuristic play and sensory play materials. Resources and activities promote children's imaginative development, such as music and play in the home corner. Some of the older children are able to develop their skills on the centre's computers and all children are given many opportunities to enhance creative skills through painting, sticking and art work. The centre has very effective planning, assessment and development records that are shared with parents regularly. Children's learning takes place in a stimulating environment which has excellent resources and high quality support from all adults. Children are given many choices which they exercise with increasing maturity and they are treated with respect by the staff. Children in the centre are given appropriate responsibilities for themselves while in the setting; for example, they design their own play activities while outside, help decide how they spend their time when working with adults and significantly contribute to a very positive social experience at meal times.

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

The provision is good.

The centre has a very effective settling-in procedure which allows designated key staff to obtain a full understanding of individual children and their needs with the support of parents who stay with children until they are settled. The centre then plans how to accommodate these needs into their daily routines. Staff know the children very well and show very positive attitudes towards them as individuals. Children are given meaningful opportunities to develop positive attitudes about themselves and towards others. Resources and play materials promote positive images of diversity and children celebrate various religious festivals, often with parental support. Staff work effectively with children to support equal opportunities so that children can play and develop appropriately, reaching their potential regardless of gender; for example, all children take part in cooking activities and play together in role play scenarios.

The centre staff demonstrate a good understanding of care for children with a learning difficulty or disability and they work very effectively with parents and external agencies. The centre is an inclusive one with an effective special needs policy, designated trained staff and good planning strategies to ensure that children's differing needs are met.

Children's behaviour is very good. Adults supervise children well with very positive interactions and the centre's effective behaviour management strategies are age and developmentally

appropriate. The children respond well to praise and all staff act as good role models. Important events during the children's time in the setting; for example, at meal times or when playing outside, exert a very positive influence on the behaviour of the children. At these times children are reminded gently about how to behave, they are involved in meaningful conversations, given large amounts of responsibilities and enjoy the calm purposeful atmosphere.

The centre has a good working relationship with its parents which enables effective exchanges of information between them. This ensures that the individual needs of all children are met. The centre uses a variety of ways of giving and receiving information from parents; these include, daily diaries for the younger children, a prospectus, formal meetings to discuss progress and future learning outcomes, newsletters and information boards. Parents are encouraged to participate in the centre's activities; for example, celebrating special events, sharing meal times and joining their children on day trips. As a result parents have a good understanding of the centre's work and its policies and procedures.

## **Organisation**

The organisation is good.

The centre's staff work very cooperatively as a team with a clear understanding of their roles and responsibilities. This ensures that children's care and learning needs are addressed. The centre has very effective systems in place to plan activities for children, make accurate assessments and collate meaningful development records. The centre ensures that the Birth to three matters framework is central to its work but it also makes very good use of the wishes of parents, the interests of children and the local context in which it operates. All staff have the opportunity to undertake training and development and meet regularly to reflect upon the work of the setting. The manager of the centre oversees these processes very well and ensures the ongoing professional development of all staff by undertaking performance management activities, using the support of a consultant and ensuring effective periods of staff induction. All staff are carefully vetted for suitability and the centre has a named deputy to cover for the manager's absence.

Children are happy and very settled in the sessions they attend and they show good relationships with other children and with key workers. Children show very good levels of development and enjoy their time in the centre. Children's health and individual needs are met well by the centre with ongoing care and wellbeing receiving good attention. The centre has the required records in place for each child. The policies and procedures that the centre has in place ensure that the setting is effectively and safely managed. However not all policies are up to date, such as the Equal Opportunities policy. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

At the last care inspection the centre agreed to meet the three recommendations raised: complete written documentation of the complaints procedure to include details of the regulating body; daily attendance register to contain arrival and departure times of staff and records of accidents and medication administered to children are signed by parents.

The centre has now developed a clear complaints procedure which is displayed within the setting for parents and users to be familiar with. This includes addressing any complaints with the centre staff, governing body or with Ofsted, with contact details provided. This empowers parents with having appropriate procedures to follow and be aware of the role of the regulator.

Staff daily attendance records now ensure their arrival and departure times. This practice is also followed when staff are off the premises, such as during their breaks. This ensures that staff ratios can be monitored which contributes to children's safety. Staff ensure that accident and medication records are shared with parents on collection and they are asked to sign the records, once information is shared. This practice ensures parents are kept informed and contributes to the wellbeing of the children.

### **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 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):

- update the Equal Opportunities policy to ensure that it meets all requirements.

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)