

Grenfell Creche Under Threes Centre

Inspection report for early years provision

Unique Reference Number	105694
Inspection date	02 July 2008
Inspector	Martha Naa Ahimah Darkwah
Setting Address	Grenfell Tower, Grenfell Road, London, W11 1TG
Telephone number	020 7727 0854
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Registered person	Lancaster West Children's Community Network
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 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.

WHAT SORT OF SETTING IS IT?

Grenfell Crèche Under Threes Centre opened in 1987. The provision is registered as a full day care nursery for children from birth to under five years and not as a crèche. It is one of three registered day care provisions run by the Lancaster West Children's Community Network in the Royal Borough of Kensington and Chelsea. The provision operates from first floor accommodation with stair access. A community drop in group also operates on the premises. The nursery supports a number of children who speak English as an additional language. Five core staff members are employed to work in the nursery, some of whom work part-time. Most staff members hold appropriate early years qualifications.

A maximum of 24 children may attend the nursery at any one time. The nursery is open each weekday from 09:15 - 16:30 for 48 weeks of the year. Most children attend for different sessions. There are currently 22 children aged from one to under five years on roll, five of whom are in receipt of funding.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children are cared for in a warm and clean environment where they learn of the importance of good hygiene and personal care. They have a clear understanding of why they must wash their hands after using the toilet and before meals and snacks, to reduce the risk of cross-infection. Children's well-being is protected as staff members have a very secured knowledge of the setting's health and hygiene procedures. Thorough records are kept for medication and accidents. There are members of staff with a valid training who are able to administer appropriate first aid treatment. Good procedures are in place to ensure swift action to protect children in an emergency.

Children enjoy healthy, well balanced meals provided by their parents. They enjoy healthy snacks for example, fresh fruits and vegetables. Fresh drinking water is available at any time. Children's individual dietary needs are clearly known and followed by the staff team. Children enjoy meal times which are well organised as a warm and relaxed time in the children's day. They talk about their interests and themselves to develop their self help skills.

Children enjoy daily fresh air and exercise. They actively participate in action songs indoors and engage in a range of physical activities outdoors. They use apparatus such as, climbing frames, see saw, merry go rounds, balls, wheeled toys and bikes with increasing control. Children show lots of interest and enthusiasm when they play outdoors moving confidently up the mounds and coming down the slopes in the child friendly landscaped garden. Children scream with delight on seeing a squirrel as it quickly runs up the tree and later a pigeon that lands in the middle of the playground.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a very welcoming environment. Staff members greet them and their parents warmly as they arrive. This ensures children feel secure at the setting. Children's art work, photographs, attractive displays and colourful posters enhance the welcoming atmosphere.

Children use a sufficient range of safe and developmentally appropriate resources. The effective organisation of space means that children can move around safely, freely and comfortably. Toys and resources are set up to encourage children to play and develop independence skills as they make choices and take control of their learning.

Overall, children are safe and secure on the premises as positive steps have been taken to minimise most hazards. For example, toys and resources are checked daily to ensure they remain safe for children. The outdoor play area has impact absorbing surfacing to minimise injury to children when playing. Children are encouraged to play an active role in their own safety. For example, they pick up toys off the floor and help clear up after messy activities to ensure prevention of accidents. Relevant policies and procedures on safety are put into practice by the staff. A thorough risk assessment is conducted annually covering all aspects of safety. Additionally, annual checks are conducted on fire fighting equipment and electrical appliances. However, the current risk assessment system does not sufficiently reflect a record of ongoing daily and weekly risk assessments.

Children's well-being is safeguarded because staff members have a good knowledge and understanding of child protection issues. They are aware of the signs and procedures to follow if they have concerns about a child in their care. This is supported by comprehensive policies and procedures on what steps to take to safeguard children.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children enjoy their time at the nursery. The key worker system enables staff to monitor children's progress effectively to help them to move on to the next steps in their development. All children learn at a pace suited to their individual needs. Staff members have high expectations. As a result, children are able to make satisfactory progress in all areas of their development.

Two to three-year-olds are developing confidence and self-esteem. Young children benefit from staff's knowledge and understanding of the Birth to three matters framework. They are actively participating in activities which are appropriate for their age and stage of development. They are finding out about their environment when playing outdoors. Children are developing their imagination as they play in the home corner.

Children enjoy singing and listening to different types of music. They spend time enjoying quieter activities such as, listening to stories. Staff members ask lots of open-ended questions to extend their thinking and language and children have good opportunities to join in discussions. For example, young children are enthused by the activities provided and they are interested to learn and explore as they touch smell and feel the texture different fruits and taste them talking about it with enthusiasm.

They enjoy each other's company and they begin to play cooperatively together. They are practising their early writing skills as they paint and draw. Children are developing their hand-eye coordination as they build with bricks and handle books appropriately, turning the pages. They enjoy mathematical activities such as fitting puzzles together and observing colours, shapes size and numbers.

Nursery Education

The quality of teaching and learning is satisfactory. Funded children are making progress as staff plan for the six areas of learning to deliver a balanced curriculum. Staff show pride in their thorough knowledge and understanding of the early learning goals. Teaching methods are sound as staff demonstrate new tasks, skilfully extend children's vocabulary and offer lots of praise and encouragement. Staff members make generally good use of time, space and resources. Activities are well-presented and they capture the children's interest, which are age appropriate. Staff members monitor children's progress through regular assessments which clearly give an account of children's progress through the stepping stones. Children are offered sufficient challenge and are making progress in their learning while having lots of fun.

Children are motivated to learn. They are developing their independence as they help to tidy up and choose activities in which to participate. Children are kind and considerate towards each other and they play well together as they share and take turns. They are learning about the world they live in as they celebrate a number of festivals such as, Chinese New Year, Diwali and Christmas.

Children are confident speakers and are developing a wide vocabulary. They have independent access to writing equipment. Staff members explore and reinforce learning through planned activities. Children enjoy practising their early writing skills and are able to write legible letters. Children listen attentively to a range of stories and they enjoy looking through books. Staff members tell exciting stories which involve and capture the children's attention.

Children count confidently and many can count beyond 10 in a familiar context. They use mathematical language during their play for example, big and little, and they enjoy solving problems. However, they have too few opportunities to explore written number, record mathematical findings and point out numbers in the environment both in and outdoors.

Children are learning about shape and size as they confidently fit puzzles of varying challenges and use a variety of equipment in the water and sand play. They recognise and name shapes such as, circle, triangle, square and rectangle.

Children are motivated to learn about the world they live in through planned activities. This extends their understanding of the world and people who help us. Children are exploring how and why things work as they play with programmable toys, telephones and magnifying glasses. They enjoy planting and caring for plants. For example, they watch herbs which they grew from seed, watered and left in the sunlight to grow. Children build and construct competently using a wide range of resources both on large and small scale.

Children are developing physical skills and control of their bodies as there are opportunities for exercise, using various apparatus for example, balls and bikes. Children use a range of tools appropriately and safely for example, scissors, rolling pins and spades. They are using a wide range of one handed tools such as, spatulas, pencils and brushes which help them to develop good hand eye co-ordination and early writing skills.

Children explore colour, texture and shape as they stick, paint and draw. They have fun as they participate in a range of musical activities and they know a repertoire of songs, which they sing happily. They are excited as they engage in action games. Different role-play experiences capture the children's interest for example, home corner.

Helping children make a positive contribution

The provision is good.

Children feel valued and respected and their individuality is promoted. Staff members know the children well and they encourage their individual interests. Children are learning about the world they live in. They play with toys which promote positive images of culture, ethnicity, gender and disability, and celebrate different festivals. Children are well behaved. They are confident and develop a strong identity. Children learn about themselves, each other and the world around them through planned activities. This positive approach ensures that their spiritual, moral, social and cultural development is fostered.

Children with special needs are fully integrated within the setting. The Special Educational Needs Coordinator has obtained appropriate training to support children efficiently. Children's individual needs are met and they spend time with staff to develop their skills on a one-to-one basis. Staff members have developed good relationships with other relevant professionals. Children are happy and content and are clearly able to make appropriate progress.

The partnership with parents is satisfactory. Children benefit from sound relationships between staff and parents. Their individual needs are met as information is shared on a regular basis. Parents receive informative reports about their child's progress and they are invited to comment on their children's development. Staff members place a strong emphasis on involving parents within the setting. Newsletters provide information about the children's routine, activities and relevant information about the setting. However, the system in place to actively encourage parents to be involved in their child's learning is not fully embedded. Consequently, parents are not fully able to support and enhance their children's learning in their home environment and when out and about with them.

Organisation

The organisation is good.

Children are developing their independence as staff members make good use of the space provided and the resources are well-organised. They develop self-esteem as they progress at their own pace with lots of positive encouragement from staff.

The leadership and management of the setting is satisfactory. The setting is well-organised and good communication systems are in place for example, staff meetings, planning meetings and staff appraisals. Children benefit as the staff regularly update their knowledge in child care. They have attended Birth to three matters and early learning goals training and a number of short courses. This helps all children to achieve. The staff team is consistent and they work effectively together to deliver an interesting and exciting curriculum for the children. They have high expectations for children's learning.

All of the required policies and procedures work in practice to safeguard the children's welfare, care and learning. Children's individual records are well maintained and shared with parents. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

The previous care inspection set an action that the setting maintains the minimum child to staff ratio. Staff members work to the correct ratio for children and any students on placement are excluded completely from the ratio of staff to children.

A second action was set to improve the security of the premises to prevent children from leaving unnoticed or intruders entering. A lobby area has been created by placing screens across the width of the main play room to the entry door, kitchen and corridor to limit access to the nursery children from visitors. A bell has been installed by the entry door with controlled entry to the nursery. This has a positive impact on children with less disruption in the learning environments and children are safe.

The third action to ensure that children are not left with unvetted persons has been addressed with clear systems and procedures in place to safeguard children. This results in staff acting appropriately to protect children's interests.

A fourth action to 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 has been implemented well. The daily attendance record now includes arrival and departure times for staff and children. Thus showing how ratios are met and protect children's interest.

During the previous education inspection, a recommendation was made to provide written information for parents about the Foundation Stage curriculum. The welcome to the crèche information now includes information about the Foundation Stage.

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):

- continue to improve the record of risk assessments to reflect ongoing daily and weekly aspects

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):

- improve the system of involving parents in their child's learning in meaningful ways
- ensure greater use of numbers and improve opportunities to explore written number and record mathematical findings in and around the nursery.

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