

# Portman Early Childhood Centre

Inspection report for early years provision

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<b>Unique Reference Number</b>	EY348144
<b>Inspection date</b>	28 April 2008
<b>Inspector</b>	Caren Carpenter
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<b>Registered person</b>	Portman Early Childhood Centre
<b>Type of inspection</b>	Childcare
<b>Type of care</b>	Full day care, Sessional 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 Portman Children's Centre was registered in 2007. It operates from a single building which is located within the London borough of Westminster. The centre receives funding through the school grant mechanism, together with a contribution from Westminster children's and families division.

The centre provides a range of services to children and families living in the locality including day care, crèche facilities, a drop in centre, and play schemes operate during the school holidays. Children are referred through the local authority panel. The setting may care for a maximum of 30 children from one to under five years at any one time at any one time. There are currently 79 children on roll which includes children who receive early education funding. Children attend a variety of sessions.

The centre is open each week day throughout the year from 08:00 to 18:00. The setting supports a number of children with English as an additional language and also supports a number of children with learning difficulties and disabilities. This inspection focused mainly on the day nursery within the centre.

The centre employs 50 staff which includes administrative and specialist support teams. The majority of staff hold early years and teaching qualifications. The head teacher holds a master degree and two staff are currently completing their early childhood degrees.

## **THE EFFECTIVENESS OF THE PROVISION**

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

The provision is good.

Children's health is well promoted by staff who follow clear health and hygiene procedures. They have appropriate medical information such as, details of any allergies. Children learn about their own personal hygiene by washing their hands before meals and after messy play. This helps to prevent the spread of infection. Sufficient staff have first aid knowledge in the event of any accidents and appropriate procedures are in place if children are unwell. However, parents have not provided written permission for seeking medical emergency treatment. As a result, children's welfare is not fully promoted.

Children are gaining a good understanding about the importance of healthy eating. The weekly menu is developed to ensure that children receive a good variety of nutritious meals that are freshly cooked. For example, they enjoy spaghetti bolognaise, roast chicken with roast potatoes and chicken masala with seasoned rice. Children recognise when they are thirsty and help themselves to regular drinks of water.

Children's good health is well supported throughout the centre as they enjoy lots of fresh air and exercise, for example they relish their time in the outdoor play area, developing a range of physical skills.

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

The provision is good.

Children are welcomed into a stimulating environment with colourful wall displays and interesting and attractive activities. Space is well organised and enables children to move freely and participate comfortably in all activities.

Children have easy access to a wide range of appropriate equipment which is stored to encourage their independence. Good procedures are in place for staff to check all equipment and toys regularly ensuring they are all suitable and safe for the children. Risk assessments are carried out to minimise potential hazards to the children. However, fire drill practices are not carried out regularly to help children become familiar with fire evacuation procedures.

Good security precautions are in place to safeguard children, for example the entry to the centre is well managed by an intercom system and a visitor's book is used well to promote children's safety.

Children are well protected from harm or neglect. Staff have a good knowledge and understanding of local child protection policies and procedures to ensure the welfare, safety and protection of the children.

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

The provision is good.

Children are happy, settled and enjoy their time at the centre. Younger children benefit from staff's knowledge and understanding of the Birth to three matters framework. Staff carry out regular observations to ensure children are making good progress in their learning and development. Children are supported well by staff to help them settle into routines. They are given help and encouragement as they participate in activities. For example, they thoroughly enjoy playing with the water, corn flour and playing a selection of musical instruments.

Children are forming close relationships with each other and staff. Staff are caring, approachable and kind, and respond positively to the needs of the children.

Children benefit from the routine, allowing them to initiate their own ideas and make their own choices about their play. They play well independently and with their peers, and seek out their friends to share activities. Staff praise and encourage the children to try new activities. Children progress very well in a stimulating and caring environment.

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

The provision is good.

Children are highly valued as individuals and are made to feel extremely welcomed in the setting. They develop positive attitudes to others following the strong example set by all the staff. They enjoy activities and resources which promote a positive view of the wider world.

The needs of the children with learning difficulties and disabilities are recognised and met very sensitively by the centre. Staff work extremely well with parents and other professional agencies involved in the care of the children. This ensures that children's individual needs are met effectively. They plan and develop individual action plans to ensure that every child receives the best care. A range of specialist equipment, resources and a sensory room are available to ensure that children are able to make progress in their development.

Children behave well because they know what is expected of them and respond well to regular praise and encouragement which helps them to learn right from wrong. Older children begin to take responsibility and manage their own behaviour as they are encouraged to solve their own problems. Staff have high expectations for all children and are good role models.

The partnership with parents is good and contributes well to children's well-being in the setting. Parents receive home visits by the staff and are encouraged to discuss their child's needs before the child starts at the setting and throughout their time at the centre. This helps them to settle well and ensures that parental wishes are respected.

Parents through care and education receive very good support from the family support service which is part of the service provided by the centre. Parents have good opportunities to attend user meetings and contribute their ideas to how the service could be improved. They are invited to regular meetings with the key workers and other professional agencies involved in the care of the children to discuss their children's progress. Parents have good opportunities to participate in a range of interesting activities at the centre, for example cooking with the children. Parents speak highly of the staff and the care their children receive.

## **Organisation**

The organisation is good.

The centre offers a warm and welcoming learning environment where all children are happy and settled. Children are well cared for by adults who are routinely vetted and have relevant experience, knowledge and skills. Staff hold appropriate qualifications and attend courses to update their knowledge and skills. However, not all staff qualifications are kept on site and available for inspections.

Children benefit from the effective organisation of the space and resources. This helps them to make choices and develop their play ideas. Staff support children's learning well during activities and allow them time and space to initiate their play. Staff work very well as a team to meet the needs of the children. The ratio of staff to children is good, enabling all children to receive a lot of individual attention, including children needing additional support. The developing use of the Birth to three matters framework gives children positive experiences and helps children make good progress in all areas.

Children's safety is well promoted because risk assessments are carried out to minimise potential hazards to the children. However, fire drill practices are not carried out regularly to help children become familiar with the fire evacuation procedures.

Children's care and welfare are safeguarded by clear and well maintained documentation. Policies and procedures ensure that staff are clear about their roles and responsibilities. However, parents have not provided written permission for seeking medical emergency treatment. As a result, children's welfare is not fully promoted. The setting meets the needs of the range of children for whom it provides.

## **Improvements since the last inspection**

This is not applicable.

## **Complaints since the last inspection**

Since registration 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.

## **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 parents provide written permission for seeking medical emergency treatment
- conduct regular fire drill practices to help children become familiar with fire evacuation procedures
- ensure that all staff qualifications certificates are available for inspections.

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)