

Ladywell Early Childhood Centre

Inspection report for early years provision

Unique Reference Number	EY343741
Inspection date	21 May 2008
Inspector	Christine Jacqueline Davies
Setting Address	London Borough of Lewisham, Ladywell Early Years Centre, 30 Rushey Mead, LONDON, SE4 1JJ
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Registered person	London Borough Of Lewisham
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 good.

WHAT SORT OF SETTING IS IT?

Ladywell Early Childhood Centre was registered in 2007. It is a local authority owned setting situated in Ladywell, in the London borough of Lewisham. It operates from purpose built premises and has access to five group rooms and use of enclosed outdoor spaces. The centre serves the local area and is open all year round, from 08:00 until 18:00, Monday to Friday. It is registered for a total of 80 children from six months to under five years. There are currently 43 children on roll. This includes 10 funded three and four year olds. The Centre currently supports a number of children who speak English as an additional language and children who have disabilities and/or learning difficulties. There are 24 members of staff, which includes the manager, domestic staff and childcare practitioners. All staff members who work directly with the children have a recognised early years qualification. The centre receives support from the Early Years Development and Childcare Partnership.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Effective hygiene procedures are in place to prevent the risk of cross infection to children. Staff ensure that the areas used by children are cleaned thoroughly throughout the day and that children take responsibility for their own personal hygiene before handling food or after using the toilet. Robust procedures are in place regarding the administration and recording of medication. In addition to this, staff have a good understanding of how to manage accidents or emergencies within the setting and have ensured that permission to seek emergency medical treatment has been obtained from all parents. A large proportion of staff are first aid trained and have a good knowledge of first aid procedures, helping to safeguard and promote the wellbeing of children. Children benefit from a healthy diet which takes into account their individual dietary needs. Mealtimes are sociable occasions, giving children the opportunity to be independent and develop their social skills. Children's physical health is promoted well and they have ample opportunities to participate in outdoor activities, helping them to remain fit and healthy.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from a safe and secure environment which ensures that they are protected from harm. Detailed risk assessments are undertaken by staff which ensure that areas used by children are free from hazards. Equipment and resources provided for children meet safety standards and are well maintained, helping them to play freely and independently. Good precautions are in place to prevent unauthorised visitors to the premises. For example, CCTV cameras are installed and a buzzer intercom system is in place. Arrival and departure procedures are comprehensive and good systems are in place for lost or uncollected children, helping to protect children from harm. In addition to this, staff ensure that children are supervised at all times and that correct ratios are maintained. Children's safety is further promoted because staff pay good attention to fire safety and ensure that children are familiar with fire evacuation procedures. Children are further protected from harm because safeguarding procedures are robust and staff have a secure knowledge of what to do should they have a concern about a child in their care. Furthermore, the manager ensures that staff attend regular training regarding safeguarding issues.

Helping children achieve well and enjoy what they do

The provision is good.

Children benefit from an environment which encourages them to learn through their senses. Babies and young children explore a range of textures and objects, developing their natural curiosity and keenness to experiment. A good range of resources to facilitate children's physical play and development is in place, including regular use of the soft-play/sensory room based at the centre. In addition to this, a sensory outdoor area is currently being developed so that children can develop an enhanced awareness and understanding of the world around them. Space is organised so that children can have many opportunities for free, unstructured play and staff provide good support and guidance to enhance and develop children's learning. In addition to this, space is organised to accommodate varying groups of children with differing needs and abilities. Resources are low level promoting independence. Children benefit from positive interactions with staff and enjoy plenty of individual attention during group activities

as well as during everyday care routines, helping to support their emotional wellbeing. Although staff are not using the current Birth to three matters framework to guide their planning, they have a good understanding of the needs of children under three and are steadily preparing for the introduction of The Early Years Foundation Stage. However, current assessment systems do not always clearly show how the next steps for children are planned for, which means that at times children's individual needs may not be met fully.

Nursery Education

The quality of teaching and learning is good. Staff have a good knowledge of the Foundation Stage and of how young children learn, enabling them to provide a stimulating learning environment. Activities are well planned and are based on the emerging interests of the child, helping to support children's overall learning and development. Staff provoke thoughtful responses from children through good questioning techniques and by using a variety of teaching methods which takes into account the individual learning needs of children. Staff make good use of accommodation and resources helping children make good progress in all areas of learning. They also benefit from positive input from the part time teacher who is attached to the centre, so as a consequence, helps to develop models of good practice. Assessment systems are secure, however, children's profiles do not always give a clear picture of children's progress in relation to their starting points and capabilities.

Children explore their environment with enthusiasm and are provided with ample opportunities to consolidate their learning. In addition to this, staff have created a free flow environment, helping children make effective use of the outdoors. However, opportunities for children to use large outdoor equipment is limited, as this area of provision is underdeveloped. Children are encouraged to be active, independent learners capable of making informed choices during play. They work cooperatively steadily developing their concentration skills and their ability to see activities through, particularly when taking part in focused activities. Children confidently initiate conversations with their peers and have many opportunities to develop their growing literacy skills. For example, staff encourage children to write their names on their own work and also have access to a well stocked graphics area, where they can practise their emerging handwriting skills. Children develop a secure understanding of their local and wider environment and particularly enjoy learning about bugs and the differences and similarities of insects when using bug catchers and magnifying glasses. Staff provide children with a good range of resources to investigate concepts such as number and shape through practical activities and experiences. Staff ensure that learning in this area is further consolidated by introducing appropriate mathematical vocabulary during play.

Helping children make a positive contribution

The provision is good.

Children benefit from an environment that is inclusive. Staff show a high level of commitment to ensuring that children's individual needs are met regardless of their ability, race or gender. Anti-discriminatory practice is promoted through the provision of resources that reflects diversity, a detailed equal opportunities policy and a commitment to treat children and their families with respect. Effective strategies are in place to manage children's behaviour, so as a result children behave well and feel secure. Comprehensive systems are in place to support children with learning difficulties and disabilities. Staff caring for children with complex needs receive regular specialist training and have a thorough knowledge of the children in their care, helping to promote the overall wellbeing of children. Staff work closely with parents and external agencies to ensure that individual programmes are implemented effectively, so that the needs

of children are met. So as a consequence, children's spiritual, moral, social and cultural development is fostered.

Partnership with parents and carers is good. Parents are recognised as central to the child's needs and staff ensure that communication about their child's care and progress takes place on a daily basis. In addition to this, formal reviews are held with parents throughout the year, helping to involve them in their child's care and overall development. Effective settling in procedures are in place and staff have developed secure relationships with children via the implementation of a key worker system.

Organisation

The organisation is good.

Robust policies and procedures are implemented effectively and understood by staff, so as a result, children's overall welfare is promoted. All required documentation is in place and are maintained in a confidential manner. Staff development within the centre is of a high priority and staff attend regular training to keep abreast of developments in childcare and education. Thorough induction procedures are in place and staff have regular meetings with the management team to identify any issues relating to their professional development. The premises are secure and space is used effectively to meet the individual needs of children. Excellent links have been established within the local and wider community, providing good support to parents. Children are provided with a good range of activities, helping them to make good progress in all areas of their learning and development. Leadership and management is good. Staff receive good support and guidance to help them develop the Foundation stage effectively. Systems to monitor the quality of nursery education provided are sound but need to be further developed regarding assessment procedures. Overall, the setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable as this is the setting's first inspection.

Complaints since the last inspection

Since the 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.

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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):

- ensure that activities are evaluated and that assessment procedures include next steps for children

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 that assessment clearly reflects the starting points and capabilities for children so that a clear picture of children's progress is in place

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