

Galliard Childrens Centre

Inspection report for early years provision

Unique Reference Number	EY343979
Inspection date	16 June 2008
Inspector	Deirdra Keating / Sarah Johnson
Setting Address	Galliard Primary School, Galliard Road, LONDON, N9 7PE
Telephone number	0208 8041818
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Registered person	The Governing Body of Galliard Primary School
Type of inspection	Integrated
Type of care	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.

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?

Galliard Children's Centre opened in 2007. It operates from a purpose-built building on the grounds of the Galliard Primary School in Edmonton, London. A maximum of 82 children may attend at any one time. The children's centre is open each weekday from 08:00 to 18:00 48 weeks a year. A breakfast club is available from 08:00 until 09:00 and an after school club is available from 15:15 until 18:00 although there are currently no children on roll. Children have access to a secure enclosed outdoor play area.

There are currently 72 children from two to under five years on roll. Of these, 41 children receive funding for early education. Children come from the local area and attend for a variety of sessions. The children's centre currently supports a number of children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language.

The children's centre currently employs 10 members of staff. Of these, eight hold appropriate early years qualifications. The setting receives support from the local authority.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is promoted very well because staff follow sound and consistent procedures that are documented and shared with parents. For example, staff refer closely to the exclusion policy to ensure that no children are at risk from cross-infection. Accessible and attractive bathrooms with low-level sinks and prompts are central in all rooms and remind children to wash their hands and start to manage their personal needs. Children are protected well from accidents as there is a well-stocked first aid box and most staff have had first aid training. Children's personal care needs are catered for in a designated area, clear reminders are displayed in this area to ensure that children's individual needs and preferences are respected at all times. Children receive good care if they are ill or have an accident because the centre has the correct and appropriate procedures in place. Accident and medication records are accurately maintained and signed off by parents at the end of each session. The room for the younger children has an indoor shoe policy to ensure that the children playing on the floor can do so in a clean and hygienic environment.

Children can rest and sleep according to their individual needs and home routines. A designated quiet room with cots, individual beds and beanbags provides tranquil and comfortable rest areas. Children sleep according to their needs and are checked regularly to ensure they are safe and comfortable. Fresh bed linen is kept in individually named boxes for each child. Children have good opportunities to participate in active play, which encourages their physical development. Older children have free access to a large outdoor area that houses a range of physical play equipment. They develop good skills when climbing and when using wheeled toys and have room to run around and get exercise. Younger children have a selection of good quality equipment inside and outside to encourage them to be physically active.

Children's dietary needs are met very well as the nursery provides hot, home cooked meals and snacks. Individual dietary requirements are recorded in written agreements and carefully respected. Staff are proactive in finding out about children's individual dietary needs during settling-in sessions where information is shared with key-worker staff regarding their requirements. Food is freshly prepared by the designated cook who has attended food hygiene training. Nutritious, fresh produce is used and the kitchen is risk assessed daily to maintain a high standard of hygiene and cleanliness. Snacks consist of freshly chopped fruit with drinks. These are presented for younger children to independently access in named coloured cups, however drinks are not readily available for older children to independently access.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children are cared for in a purpose-built light and spacious environment that is well maintained. The organisation of space has been well thought out to give defined areas that have been softly furnished to give a warm and homely appeal. Toilet facilities are accessible and child-friendly. The rooms have been very attractively decorated to give a child-friendly and colourful atmosphere where children's achievements are displayed on the walls. Children use a good range of high quality safe and suitable equipment. Open plan, low-level shelving units enable children to see the resources on offer. These provide a balanced range of activities that are interactive and promote children's learning in all areas.

Children are cared for in a safe environment where staff take steps to minimise potential risks. Daily checks ensure that all areas of the nursery are suitable and ready for purpose. The premises are extremely secure, an electronic monitoring system controls entry to the site and doors remain locked at all times. Staff vigilantly oversee all arrivals to the provision and visitors are required to sign in. Fire prevention equipment is all in place and regularly checked, fire drills are practised with the children to ensure that all staff and children know what to do in the event of a fire. Children are protected well from harm as staff have a good understanding of their role in safeguarding children. A good ratio of staff have attended training and relevant documentation is all readily available which ensures correct procedures can be put into place should a concern arise about a child in the centre.

Helping children achieve well and enjoy what they do

The provision is good.

Children are enthusiastic and self-assured in the welcoming environment. They have formed trusting relationships with staff who are warm and tactile. Children can choose from the colourful resources that are stored very well promoting children's independence and choice. Children are comfortable in the centre because parents regularly share information about children's likes, dislikes and personal care. This is collated in 'all about me booklets' which are regularly updated and hold a true record of children's personal needs and preferences. Staff make regular observations of children and use them to inform future activities that will help children develop and learn. These are collated into colourful profiles and illustrated with photographs of children enjoying activities, providing a meaningful record of children's learning and development for parents and staff. Children enjoy a range of messy play. Exploration with paint, sand and water helps children represent their experiences, feelings and ideas in a variety of ways. Babies are mobile and use all their senses to explore good quality equipment placed at a low level. Children have access to a large outdoor area housing a colourful range of equipment which helps them develop their physical abilities.

Nursery Education

The quality of teaching and learning is good. Staff have a good understanding of the Foundation Stage and they are preparing for the introduction of the Early Years Foundation Stage by attending relevant introductory training. Staff use a varied range of methods to promote children's learning and development. Children are encouraged to explore new concepts as staff make good use of realistic natural resources and they use open-ended questioning to extend children's thinking. For example, staff ask children questions about a collection of shells, skilfully encouraging them to fully explore the different colours, sizes, shapes and textures. Staff support children's behaviour well to ensure an effective learning environment. For example, children proudly wear the stickers they are given as rewards for their achievements during the session and they learn to share and take turns as they are given an egg timer to help them to manage the time they spend using popular resources.

Children benefit from a well-planned environment that provides them with a good range of learning opportunities across all six areas of learning. They experience a good balance of adult-led activities and ample time to initiate their own play. The activities offered are based around themes such as 'sand and sea', although these themes are followed loosely to allow for children's interests and developmental needs to be incorporated. For example, staff complete the planning at the end of each session, allowing them to plan appropriate activities that address any significant observations they make during previous sessions. There are detailed and meaningful assessment files collated for most of the children including examples of their work

and photographs of them undertaking activities. However, there is not currently a consistent system in place for recording assessments as the records for some children have not been fully developed as yet. Staff have clear ongoing plans in place to address this area for improvement. Children's learning is promoted as the staff take time to find out about children's starting points when they first enter the Foundation Stage. For example, they make arrangements to visit each child in their home, during which they gather important information from their parents and record this in a 'parent and teacher book'. As a result, children benefit from staff who are clearly intuitive of their individual developmental needs and progress.

Children happily approach staff to ask for help when putting on aprons and when they wish to access the computer, demonstrating their growing confidence in linking up with others for support and guidance. They are motivated towards being independent and they show their developing skills in self-care as they persevere with the challenging task of putting on their socks and shoes. They show a positive self-image as they enjoy sharing news and special items from home during regular small group discussions. During these discussions, children begin developing their competencies in speaking and listening, as they learn to listen carefully to others and they wait for an appropriate opportunity to contribute their own ideas. Children recognise their own names in print when self-registering and more able children are able to find the letters in their names on the computer keyboard. Children show an increasing interest in accessing the range of books provided and readily approach staff to ask them to share the books they have chosen. They show an awareness of the elements that make up familiar stories such as 'We're Going on a Bear Hunt', as they recall the main characters and add actions to bring the book to life. Children are encouraged to develop their early writing skills in a variety of different ways. For example, they demonstrate control as they use chalks to draw rainbows on the ground and practise their mark-making as they decorate the cards they make for Father's Day.

Children are learning about connections and relationships in numbers, shapes and measures. Most children competently count up to 10 and some are beginning to count beyond 10, often spontaneously in their play. For example, they use their fingers to count out the age of their siblings during a discussion with staff and they count the number of bricks they have used after building a tower. They explore numbers further as they trace their fingers over numbers written on different cards and they are supported to attach the correct number of pegs to a number card. Some children are able to decide which card has more pegs and which has less. Children enjoy expressing their own ideas and thoughts through art, music, dance and imaginative play. They engage in role play that is based on their first-hand experiences and play alongside others who are engaged in the same theme. For example, children sit down to watch television together and play at making meals for each other in the role play kitchen area. Children show an interest in the way musical instruments sound as they use African drums. They begin to play with increasing control as they listen carefully to staff as they beat on the drums before repeating the rhythm themselves. All the children enjoy the cheerful music which plays around them and can be seen spontaneously expressing themselves through dance in the outdoor area.

Children show curiosity and enjoy exploring objects using all of their senses. For example, they have opportunities to look closely at pieces of tree bark and feel the different textures. They work together to explore different construction pieces such as large building blocks, placing them together to build towers and bridges. They experiment with placing the bricks on top of each other in different ways and test the results by walking along the bricks and pushing them gently to see if the tower will fall over. Children are learning about the uses of everyday technology as they use telephones, a television, a music player and keyboards in their play. They confidently complete educational computer games as they use a mouse to drag and drop

icons on the computer screen. Children enjoy a wide range of physical activities which help them to develop their skills when using apparatus, tools and equipment. Some children join with the nursery class to take part in group physical education sessions where they enjoy relay games in teams. They show a good awareness of space and negotiate this well as they pedal bicycles along the path and share space with others who are running around freely. Children are beginning to develop some awareness of the benefits of exercise as they enjoy daily 'Take 10' sessions, during which they benefit from a range of energetic stretching and movement activities. Following these sessions, children talk about the effects of exercise on their bodies as they listen to the change in their breathing and put their hands on their chests to feel their raised heart beats.

Helping children make a positive contribution

The provision is good.

Children are valued by staff who respect their individuality and help them to develop a good sense of belonging. They take time to gather detailed information about each child's individual needs, routines and things that are special to them. A designated member of staff oversees the implementation of the setting's strong written policy for equal opportunities, which places emphasis on ensuring children are treated with equal concern and can participate fully in all activities. Children who have English as an additional language are well supported by bilingual teaching assistants who speak to children in their first language and sensitively encourage them to gain confidence in using common English words. Children frequently use resources and take part in activities that help them to learn about a diverse society through their play. For example, they find out about traditional Chinese New Year celebrations as they watch videos of Chinese dragon dances and make dragon masks.

Children benefit from the setting's positive approach to caring for children with learning difficulties and/or disabilities. Staff have undertaken some relevant training courses to enable them to support children effectively and comply with the requirements of the code of practice. The staff have formed strong links with the Special Educational Needs Coordinator at the associated primary school, ensuring they have access to additional support and guidance if needed. Children with additional needs receive sensitive support as staff work well with their parents when they choose to attend sessions with their children. They actively share information about the children's changing needs and decide in partnership the best strategies to use to promote children's development.

Children's social, moral, spiritual and cultural development is fostered. They play very well together, indicating that they understand their role in relationships and are considerate of others. They benefit from the staff's calm and supportive approach to supporting behaviour and they learn right from wrong when staff get down to their level to offer them clear explanations which they can understand. Older children respond well to the consistent praise and encouragement they receive from the staff and enjoy showing their parents the stickers they have received as rewards.

The partnership with parents and carers is good. The staff are motivated to work closely with parents to ensure their children are cared for fully in line with their wishes. The staff prioritise opportunities to get to know children and parents when they first join the setting and this continues as they share information about children's ongoing progress. For example, parents of younger children are informed of their children's routines at the setting as staff provide them with daily feedback sheets. Children's well-being and development are well promoted as their parents are kept informed of their children's learning and development whilst at the

setting. For example, the planning is displayed on the notice board should parents wish to read it and staff arrange meetings with parents every half term to enable them to read and contribute to their children's assessment records. In addition, parents are given initial information about the Foundation Stage and opportunities to discuss the areas of learning during a welcome evening which is hosted by the staff. Children are protected as their parents are provided with good information to enable them to raise any concerns including a clearly written complaints procedure which is displayed.

Organisation

The organisation is good.

Children are cared for well by suitable adults who are motivated and have had all necessary checks to ensure children's safety. Children are settled and secure as good ratios are consistently maintained and the environment is well organised and welcoming. The operational plan is concise and gives an overview of the centre's aims, policies and staffing arrangements. Children's care, learning and play is supported well by the policies and procedures that underpin all areas of practice. Arrival and collection times are recorded in registers in each room showing actual hours of attendance for children. Children's well-being is promoted by the well-organised records and policies that are shared well with parents.

The leadership and management is good. Children make good progress because the large staff team are motivated and work effectively together to provide a caring environment where children can learn and achieve through play. Staff wear uniforms with the setting logo, giving them a clear professional identity and ensuring they are easily identifiable to children and parents. The manager and the Children's Centre Co-ordinator who supports her, have a clear vision of what the setting aims to achieve and they have developed a detailed action plan outlining how they are working towards improvement. Staff are reflective and have identified areas for improvement during the self-evaluation process and during discussions at weekly staff meetings. For example, the staff are currently focussing on ways to improve opportunities for children to develop their independence during lunch times. Outcomes for children are built upon as the staff evidently welcome and act upon advice provided by staff at the attached primary school and advisors from the local authority. They enjoy a smooth transition when they leave the nursery to join the primary school as the staff plan frequent opportunities for children to visit the school and for staff from the school to meet the children at the nursery.

Overall children's needs are met.

Improvements since the last 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.

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 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 fresh drinking water is available for children to independently access (this refers to the older 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):

- develop the observation and assessment records further to ensure a consistent approach for all children.

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