

Fellowship House Childrens Centre

Inspection report for early years provision

Unique Reference Number	132283
Inspection date	16 June 2008
Inspector	Caroline Preston
Setting Address	St Barthomew's Road, London, E6 3AG
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Registered person	Fellowship House Children's Centre
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?

Fellowship House Children's Nursery is run by the committee of fellowship house. It opened in 1991 and operates from four rooms in a purpose built nursery, situated in the Fellowship House Centre in East Ham in the London borough of Newham. A maximum of 32 children may attend the nursery at any one time. The nursery is opened each week day between the 08:00 to 18:00 all year round. All children share access to a secure enclosed outdoor play area. There are currently 33 children aged under five years on roll, of these, 12 receive funded nursery education. The nursery employs ten staff to work with the children. All staff, including the manager hold appropriate early years qualifications. Staff receive support from Newham Early Years and Childcare Partnership. They are also members of the pre school learning alliance.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children learn about good hygiene as they are encouraged to wash their hands before and after eating and after using the toilet. Staff wear disposable gloves when changing nappies and nappies are disposed of appropriately. Children use anti-bacterial soap and paper towels when washing their hands and help to tidy away the play resources to support their understanding of hygiene. Most staff are first aid trained and the first aid box is stocked and easily accessible to staff, all accident and medication records are completed and stored safely. However one prescribed medicine was not stored away, but was inaccessible to children.

Children are offered a good range of meals and drinks throughout the day, meals are cooked fresh on the premises. Menus include; chicken and sweetcorn pie, boiled potatoes and broccoli, tuna pasta bake with carrots, spaghetti Bolognese, fruit and rice pudding. All children's dietary requirements are recorded so that children are not given food they shouldn't have. Children can freely access drinking water throughout the day, this encourages their independence. Mealtimes are sociable and fun, children enjoy sitting together and chatting with staff. Children's physical development is encouraged as they are offered a good range of play resources and activities both inside and outside. Children can freely access the garden at all times, which is organised to meet their learning needs. Children have opportunities to ride bikes, trikes, push buggies, run, jump, skip, climb over and under the large climbing apparatus.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

The nursery is well maintained and safe, many photographs and pictures of children's work displayed add to the welcoming child centred environment. The play rooms are open plan, this means that staff and children can see each other at all times, this adds to the fun and stimulating friendly atmosphere. Children have access to the garden at all times, which is organised so that children can experience the same level of engaging activities as inside. Children can access play resources easily, as they are all stored in low level labelled drawers. All play resources are safe and clean and age and stage appropriate. These include dolls, books, construction, role play toys, dressing up clothes, magnetic toys, programmable toys and creative play resources.

Good steps have been put in place to support children's safety, for example written risk assessments are carried out regularly. Areas checked include that the back gate is locked, the garden floor is checked for glass, needles and animal mess, toys and equipment are checked. Also checked are fire exits, the bathroom, that chairs are not stacked more than four high and playroom floors kept clear of toys that could cause slipping and tripping. The setting uses an intercom system, this way no unwanted visitors can enter and all doors are safely locked, so that children cannot escape. The nursery holds current public liability insurance and records are kept of fire safety equipment checks. Children are supervised well including sleep times; this supports the care and safety of the children.

Staff have a good understanding of child protection issues, they are aware of the different types of abuse, any possible signs and symptoms and what procedures to follow if concerns were raised. Therefore children are protected.

Helping children achieve well and enjoy what they do

The provision is good.

Children are happy and engaged in play, small babies, crawl and walk with ease as they play with the large soft cushions and try to catch the bubbles being blown by staff. They sit with staff and show affection and show they are settled and stimulated. They play with the large baby activity play resource; staff interact well with them, showing they know the children well by their interactions with them. Small babies take part in activities such as; jelly making, drawing, playing with shredded paper, wet sand play and climbing activities. Photographs displayed show what activities babies take part in, these can be seen by parents, giving them an insight into what their child does during the day and how they learn through play.

Nursery Education

The quality of teaching and learning is good and children are making good progress towards the early learning goals. Staff have a sound understanding of the Foundation Stage, however teaching does not always extend and challenge children in their thinking and learning. Planning is good and children are offered a good range of play activities that support their learning and development, staff use observations and assessments to plan for children's next steps and staff are clear about where each child is at in their learning.

Children create a home corner based on a Chinese home with chopsticks, bowls and spoons, children talk freely about their home and community and the experiences they have had. Children listen to favourite nursery rhymes and stories and engage in discussion during role play using the telephones and writing pads, they also play pretend cooking, discussing what their family cooks. Children learn new vocabulary relating to Chinese New Year for example dragon dance and chopsticks. Children are confident to talk in groups, showing confidence as they speak. Children understand print has meaning as they look through books, and recognise print in the environment, they have many good opportunities to mark make during role play. Children learn about mathematics as they use positional language such as up and down during the dragon dancing activity. They count during small group activities using card games, they use add and subtraction. Children learn to grow tomatoes and grow cress in the well established growing area in the garden, they take care of the large snails and show respect for the environment as they tidy away after play. They build and construct large and small bricks, put together puzzles with patience. Children have good opportunities to take part in creative play as they use the well resourced room, to paint, create shapes with sand and play dough, make pretend snow and create what they want. This encourages their imagination and sense of self-confidence.

Helping children make a positive contribution

The provision is good.

Children learn about diversity as they handle many play resources promoting others in the community, these include dolls, books, dressing up clothes, role play resources such as cooking utensils. Children take part in celebrations of festivals about the children that attend the setting; parents bring in food dishes from their cultural backgrounds to celebrate the wide diversity within the setting. Children with learning difficulties are supported well, as staff identify any concerns and work closely with outside agencies and parents to develop learning plans to support each child. Children's social, moral, spiritual and cultural development is appropriately fostered. Children show wonder when looking at and feeding the large South African snails kept in the play room, they behave well and listen to staff and are able to follow instructions

and help to tidy away. They play well together during activities and listen to each other during discussions. They handle a range of different cultural items during play, this supports their cultural development. Parents are offered a good range of policies and procedures and exchange relevant information with staff in order to meet their child's needs. Staff have a friendly and professional relationship with parents, this supports the well-being of the children.

Partnership with parents of children who receive nursery education is good. Parents are given termly reports about their child's progress within the six areas of learning. Regular newsletters are given to parents clearly show what theme or topic children will take part in, how they link to the six areas and what parents can do to support learning with the child. Parents are welcome to speak to staff at any time regarding the nursery education.

Organisation

The organisation is good.

Children are kept safe and stimulated in the setting; all staff have undergone appropriate suitability checks. Ofsted are kept informed of any changes, ratios are maintained and staff supervise children well. Space and resources are good and organised both inside and outside in the garden to the same high standard. Organisation of the day ensures that children spend time in the well resourced creative play room, where they undertake many interesting creative play opportunities. All mandatory records are in place which supports the smooth running of the setting.

Leadership and management of the nursery education is good. The manager is aware of strengths and weaknesses and is working on improving weaknesses, for example, improving teaching strategies, so that staff develop children's learning through questioning and discussion when at play. Staff are undertaking training to support their understanding of the nursery education and during staff meeting staff work together to exchange knowledge between more experienced staff and not so experienced staff. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

At the last inspection the provider was asked to improve supervision during rest periods, inform Ofsted of significant changes, update the child protection and complaints policy, provide mark making activities and improve the book corner.

Children are supervised at all times during sleep periods, Ofsted have been informed of changes to the committee members. Both the child protection and complaints policy has been reviewed and improved, children now have good opportunities to mark make and have access to a good range of books. These improvements ensure the safety and care 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 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 all medication is stored away after use.

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 teaching strategies

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