

Coin Street Neighbourhood Centre

Inspection report for early years provision

Unique Reference Number	EY357851
Inspection date	27 June 2008
Inspector	Liz Corr
Setting Address	108 Stamford Street, Southwark, London, London, SE1 9NT
Telephone number	0207 0211600
E-mail	childrenscentre@coin-street.org
Registered person	Coin Street Centre Trust & Coin Street Community Builders
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?

Coin Street Neighbourhood Centre opened in 2004. It is managed by the Coin Street Centre Trust and the Coin Street Community Builders. It operates from a large purpose-built premises and is situated on London's South Bank. The centre comprises of a day nursery, which is open each weekday for 51 weeks of the year from 08:00-18:00 and a breakfast and after school club which serves six schools in the area. Out of school care is extended with a holiday play scheme, which operates every school holiday. There is also a crèche to support parents and carers attending the centre, and a variety of courses and drop-in support groups for parents, carers and their families. An outdoor play area plus a roof garden is available for the children. A board of trustees oversees the operations of the centre, including the management of the budget and recruitment of staff. There is an overall centre manager supported by a management team which includes the day nursery manager.

There are currently 72 children on roll at the nursery which includes full and part time places, 13 of those children receive nursery education. The nursery supports children with learning difficulties and/or disabilities and children who speak English as an additional language. There

are 37 children on roll at the after school club and 150 children registered for the holiday play scheme.

The nursery employs seven permanent staff who work directly with the children all of whom are qualified. The centre receives support from Southwark and Lambeth Early Years and Sure Start.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Children's health is well promoted at the setting. Children are learning to take responsibility for their personal hygiene as they easily access hand washing facilities. Their health is protected as staff follow effective hygiene procedures for nappy changing and providing children with individual bed linen and hand towels. This helps prevent the risk of cross infection. The hygiene procedure is generally well promoted. However, on occasions hygiene procedures are not followed as a bin is stored near to one of the water fountains and drinking cups are not replaced when they have fallen on the floor.

Children's health is protected as staff follow consistent procedures if children become unwell or have an accident at the setting. Appropriate numbers of staff are qualified in first aid and plans are in place for training for all staff members. Parents are well informed of any accidents and reminded to sign the accident reports. Permissions are in place in case a child needs emergency medical advice or treatment.

Healthy eating is well promoted at the setting. Freshly cooked meals are prepared on site. Children's individual dietary needs are accurately recorded and adhered to. Children enjoy opportunities to help prepare healthy snacks as they grate cheese and chop carrots. Fresh drinking water is easily accessible throughout the day which helps children to keep hydrated.

Children have lots of opportunities for physical play and fresh air. Staff make good use of the large terrace by providing a broad range of activities outdoors. Children are developing physical skills and co-ordination as they run, climb, and balance. Babies are provided with a separate area where they can explore the outdoor area safely with support from staff.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Children benefit from an inviting and well organised environment with plenty of natural light. The setting is open planned with separate areas for the different age groups. The setting is made welcoming with posters, photos of the children and attractive displays of their art work. All children are able to self-select from an extensive range of play equipment stored at their level.

Children are cared for in a safe and secure setting. They are protected from strangers as staff monitor access to the nursery using an intercom. Visitors can be clearly seen through the glass entrance doors. Regular risk assessments take place including, daily checks of the premises before children arrive. Children are safeguarded as staff follow clear safety guidelines for safe play in the outdoor area ensuring that children are appropriately supervised and engaged in

outdoor activities. Children are learning how to keep themselves safe as they take part in regular emergency evacuations which are recorded and evaluated.

Children's welfare is safeguarded from abuse because there are effective procedures in place for staff to take action if they have concerns about a child. Appropriate procedures are available in the event of an allegation being made against a member of staff. However, this does not contain guidelines for reporting allegations against staff to the regulator.

Helping children achieve well and enjoy what they do

The provision is good.

Babies and toddlers are well supported to feel safe and secure. They thrive in this child-centred environment where they receive positive interaction from staff, this supports their development and enjoyment. They easily access play equipment which is stored at their level. They have lots of opportunities to explore natural materials including creative play. They become immersed in malleable play activities such as, play dough and sand.

Babies enjoy opportunities for relaxing story and singing sessions. They smile and laugh as staff read a familiar story about farm animals. They squeal with delight as they take turns to make the animal sounds and place their faces into the cut out section of the book.

Story and rhyme sessions are planned to maintain children's interest. They sit for short periods which ensures they do not lose concentration. Older children choose a story about a shark. They learn about right and left as they pretend to use a telescope to look for the shark. They are fully involved and are praised for their attentiveness. When one child decides not to join in with a music and movement session this is handled sensitively. The adult takes an interest in the toy the child is holding and the child quickly settles back into the group.

Nursery Education

The overall quality of teaching and learning is good. Staff have an effective understanding of the Foundation Stage curriculum and have received training in this area. Themes and plans are organised to cover the six areas of learning. Children's progress is regularly assessed and reports are provided at the end of the summer term to evaluate their achievements for the early learning goals. Children are provided with a stimulating curriculum which is linked to stories to promote their learning. A recent project involved the children growing runner beans, this has been linked with the story Jack and the Beanstalk. Their interest is further promoted as their indoor climbing frame has been decorated to resemble a bean stalk. Effective teaching methods are used to promote children's learning. However, not all staff promote and extend their thinking, vocabulary and understanding through purposeful conversations and questioning.

Children are making positive progress in their personal, social and emotional development. They have many opportunities to practise their independence skills as they confidently serve their own food portions at lunch time and clear away their plates. They are able to sit and concentrate during group games and activities. They listen carefully to instructions as they learn new team games outdoors. They are developing good communication, language and literacy skills as they chat to staff and each other over lunch. They discuss the previous day's activities when they pretended to go on a bear hunt in the garden. They are engaged as staff skilfully remind them of their individual involvement in the game. They have many opportunities to practise early writing as staff encourage them to write their names on sticky labels, helping them to sound out the sounds of the letters in their names. Children are provided with organised

and spontaneous activities to explore number, shape, size and space. They recognise written numbers throughout the environment and enjoy opportunities for showing staff how many fingers make nine. During a creative activity children respond enthusiastically as they discuss size while painting Dorothy's shoes from the Wizard of Oz. They compare the large shoes with their own as they paint them using red paint and glitter. They discuss the size of the shoes and use mathematical language such as, larger, smaller and taller. They are developing a first hand experience of colour and texture as they chop carrots and grate cheese for their tea. Interesting activities are organised for children to explore and investigate their environment. They have been studying the lifecycle of the butterfly as they monitor the progress of live caterpillars who have now turned into cocoons. Their learning is further promoted as they share the story of the Hungry Caterpillar. Children are provided with regular opportunities to develop their fine motor skills as they practise writing their names, paint with fine paint brushes and chop up vegetables for their snack.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well recorded and known to staff which helps to ensure they receive appropriate care. Staff demonstrate a positive interest in each child when they talk about their life outside the setting. This helps children to feel settled in this environment. There are effective systems in place for identifying and supporting children with learning difficulties and/or disabilities.

Children learn about the world they live in as they celebrate a range of religious, cultural and local festivals and events. Parents are encouraged to share their culture and skills as they take part in activities at the setting such as, cooking with the children. They access a wide range of play equipment and resources which help to promote a positive image of themselves and the wider world. This inclusive atmosphere promotes their understanding of diversity and as a result, children's spiritual, moral, social and cultural development is fostered.

Children are generally well behaved and engaged in purposeful play. Staff are attentive and children are rewarded with regular praise and encouragement during activities and tidying up. However, on occasions some staff do not consistently follow the procedure for managing behaviour in a positive way and sometimes children's behaviour deteriorates.

Partnership with parents is good. Written information is provided each day on children's progress. Updates are provided by way of a notice board and regular newsletters. Parents are encouraged to share their skills and experience during organised activities with the children. This helps to strengthen links between home and the nursery. A clear complaints procedure is available with details of how to contact the regulator.

Parents of children in receipt of Nursery Education meet with staff regularly throughout the year. Written reports of their children's progress in the six areas of learning are provided at the end of the summer term. However, systems for working in partnership with parents to extend children's learning at home have not been formally introduced.

Organisation

The organisation is good.

Children are well cared for in a setting that is organised to maximise play and learning opportunities. They are secure in an environment which fosters their independence skills. They

easily make choices from the extensive range of play materials which are stored at their level. Staff create a calm and welcoming environment where children's individual needs are catered for and there are many opportunities for children to enjoy and achieve.

Leadership and management of the setting is good.

Children benefit from a well managed setting lead by a motivated management team. Policies and procedures are in place to support the smooth running of the setting. Staff recruitment ensures that adults are vetted to ensure they are suitable to work with children. On going support and training is in place to promote their skills and knowledge. Good use is made of local resources to provide the children with an interesting and imaginative curriculum.

The manager has an effective knowledge of the Foundation Stage and is committed to ensuring that staff receive training in this area. Good organisation ensures that staff have weekly non-contact periods in order to plan and assess children's learning for the six areas of learning. However, systems to develop and extend children's thinking, vocabulary and understanding and extending children's learning at home have not been fully introduced. The manager has a clear vision for the future and is committed to making the necessary improvements.

The setting is meeting the needs of the range of children for whom it provides.

Improvements since the last inspection

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.

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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 procedures for good hygiene are followed at all times

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):

- continue to develop the quality of teaching through conversations and questions to extend children's thinking, vocabulary and understanding
- continue to develop systems for working in partnership with parents to extend children's learning at home

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