

Childspace Creche

Inspection report for early years provision

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| Unique reference number | 144094 |
| Inspection date | 15/12/2008 |
| Inspector | Pamela Bailey |
| Setting address | Cressingham Gardens, Community Centre, Tulse Hill, Brixton, London, SW2 2QG |
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| Type of setting | Childcare on non-domestic premises |

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration whichever is the later, which require Ofsted or the provider to take action in Annex C.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

Description of the setting

Childspace Crèche is run by a voluntary parent cooperative committee. It opened in 1990 and operates from the community centre hall, situated in a residential estate within the London Borough of Lambeth. A maximum of 10 children may attend the crèche at any one time. The crèche is open Monday, Tuesday and Thursday from 09:00 to 14:00 for 47 weeks of the year. All children share access to a secure, enclosed, outdoor play area.

There are currently 12 children aged from one year to under three years on roll. Children come from the local community, as their parents form the management committee and are parent workers in the crèche on a rota basis. The setting currently supports a number of children who speak English as an additional language.

The crèche employs a manager who has an appropriate early years qualification.

Overall effectiveness of the early years provision

Staff and adults working with children promote many aspects of children's welfare with success, ensuring that they are safe and secure at all times. Monitoring and evaluation of the quality of the provision enables the setting to implement appropriate improvements, make sure that any priorities for future development are promptly identified in some areas and adequate account is taken of actions made through inspection. However, practice is not sufficiently inclusive to meet the learning and development needs of all children. Systems to identify individual needs, observational assessments and planning are not sufficiently robust and weaknesses in monitoring means that some children do not receive the support they need to maximise their potential.

Overall, the early years provision requires significant improvement. The registered person is given a Notice to Improve that sets out actions to be carried out.

What steps need to be taken to improve provision further?

To comply with the requirements of the EYFS the registered person must take the following action by the specified date:

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| • carry out a full risk assessment for each type of outing (Safeguarding and promoting children's welfare) | 02/01/2009 |
| • improve the arrangements for observations and assessments so that these can be used to assist in planning enjoyable and challenging learning and development experiences that are tailored to meet children's individual needs (Organisation) | 02/01/2009 |
| • ensure that every child is included and not disadvantaged because of culture, religion, home | 02/01/2009 |

language or gender by developing effective systems to promote equality of opportunity and anti-discriminatory practice (Organisation)

To improve the early years provision the registered person should:

- improve the arrangements so that fresh drinking water is readily available for all children and provide opportunities for children to become more independent
- improve the range of resources and positive images of disability and provide support so children learn to respect and value differences, helping them to develop positive and caring attitudes towards others and establish systems to monitor and evaluate the quality of inclusive practice

The leadership and management of the early years provision

Effective safeguarding policies ensure that children are well protected. Rigorous recruitment and vetting procedures and the induction programme are followed to ensure that all adults working with children are suitable to do so and that they are aware of their roles and responsibilities in promoting children's welfare. There is a close working partnership with parents which ensures they are kept informed of most issues relating to their child's care and well-being. Staff gather some information from parents about their children's individual needs but do not gain information relating to children's starting points, spoken language, culture or religion. All policies and procedures are in place and readily available for inspection, although some still refer to the National Standards. Staff are vigilant about safety and keep a record of the indoor and outdoor premises and equipment checks, but have not yet carried out risk assessments for outings.

The provider has implemented systems to monitor and evaluate the provision and to ensure that improvements are made where necessary. A recent example is the reorganisation of the layout of the children's indoor play area to enable them to move around more freely and access resources. The provider has also improved the setting's documentation to ensure that the actions made from the last inspection has been dealt with. However, systems are not yet sufficiently robust to ensure that all gaps in the provision are identified and acted on. For example, there are no methods in place to monitor whether what is provided for children is sufficient to support their learning and development. Insufficient attention is given to identifying children's starting points and there are weaknesses in planning and the use of assessments. Activity planning is for the whole group, with staff selecting activities according to what the children show an interest in. Plans do not show the learning intentions, different or additional support for individual children, or any different provision to support different learning styles. For example, for those who are more able, between boys and girls, or children who speak English as an additional language. As a result, the setting does not fully meet the needs of all children. Links between observation, assessment and planning are not yet secure to move children on in their next steps in learning.

The quality and standards of the early years provision

Staff and adults working with children are well meaning but insufficient attention is given to the different learning needs of the children. They observe the children during play and use their notes to highlight activities for children on the weekly inventory of activities. They do not identify learning priorities for individual or groups of children, or cover all areas of learning, as a result, children are not sufficiently challenged to ensure they make steady progress in all areas of their learning and development.

Children freely access resources stored at their level. However, their understanding of the wider world is not effectively promoted by the range of resources available. They do not help children understand, respect and value those who are different from themselves. There are a few dolls, books and puzzles within the children's play environment that reflect different culture and gender but none to help children learn about disability. Furthermore, children have less opportunity to develop problem solving methods because puzzles are incomplete. Staff encourage children to count and recognise colours when using the peg and boards and children enjoy making patterns. Children clearly enjoy listening to stories and participate in singing and playing musical instruments. However, the environment is not well planned to promote communication and literacy skills, particularly for those whom English is not their first language. Children have few opportunities to write for different purposes and there is limited picture text displayed or used throughout the session.

Children's good health is maintained through the nutritious meals and snacks which are freshly prepared on the premises and thoroughly enjoyed by the children as they frequently ask for more. Children have less opportunity to become increasingly independent because staff serve all meals, snacks and drinks. Children receive fresh drinking water at meal times but it is not readily available for all children to help themselves throughout the day. Children display great enthusiasm for physical activity, both indoors and out. They benefit from frequent opportunities to play outdoors in the fresh air, however, activities are not planned to challenge their physical development. Children are developing good personal hygiene routines. They are supported and reminded to wash their hands after using the toilet and before eating. Staff have a thorough understanding of creating a safe and secure environment in which risks are minimised and children learn to take care of themselves. They regularly practise emergency evacuation so that children become familiar with the routine in the event of an emergency.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

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| How effective is the provision in meeting the needs of children in the Early Years Foundation Stage? | 4 |
| How well does the provision promote inclusive practice? | 4 |
| The capacity of the provision to maintain continuous improvement. | 3 |

Leadership and management

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| How effectively is provision in the Early Years Foundation Stage led and managed? | 4 |
| How effective is the setting's self-evaluation, including the steps taken to promote improvement? | 3 |
| How well does the setting work in partnership with parents and others? | 3 |
| How well are children safeguarded? | 2 |

Quality and standards

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| How effectively are children in the Early Years Foundation Stage helped to learn and develop? | 4 |
| How effectively is the welfare of children in the Early Years Foundation Stage promoted? | 2 |
| How well are children helped to stay safe? | 2 |
| How well are children helped to be healthy? | 2 |
| How well are children helped to enjoy and achieve? | 4 |
| How well are children helped to make a positive contribution? | 4 |
| How well are children helped develop skills that will contribute to their future economic well-being? | 4 |

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex C: complaint/s made to Ofsted

This section of the report includes details of any complaint/s made to Ofsted when:

- we took action for the provider to meet the requirements of the Early Years Register; or
- we asked the provider to take action in order to meet the requirements of the Early Years Register; or
- the provider had already taken any necessary action to meet the requirements of the Early Years Register.

We will not report on any complaint where the provider met the requirements of the Early Years Register or did not require any action by Ofsted or the registered provider.

Detail of the complaint/s

There have been no complaints made to Ofsted since the last inspection.

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.