

Places for Children

Inspection report for early years provision

Unique reference number	EY357231
Inspection date	04/11/2008
Inspector	Debra Davey
Setting address	Brookhill Children's Centre, Brookhill Road, Woolwich, London, SE18 6UZ
Telephone number	020 8319 0890
Email	
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).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Places for Children Nursery registered in 2007 and is one of several nurseries run by Places for People. The nursery is a private day nursery which is based in Brookhill Children's Centre. It works in close partnership with the centre and the children's services based there, such as the health visiting team. The nursery is accessible from the main foyer of the building with its own entrance and group rooms for children have direct access to an outdoor play area. It is situated in Woolwich in the London Borough of Greenwich. The provision is registered on the Early Years Register and the compulsory and voluntary part of the Childcare Register. A maximum of 50 children may attend at any one time. The nursery is open each weekday between 08:00 and 18:00 for 51 weeks a year.

There are currently 36 children aged nine months to five years, on roll. They are mostly from the local area. The nursery has systems in place to support children with learning difficulties and/or disabilities and also supports a number of children who speak English as an additional language. The nursery employs 12 full time and one part time member of staff and their own cook. All staff working with the children hold appropriate early years qualifications.

Overall effectiveness of the early years provision

Places for Children provides an effective service because the nursery is welcoming and promotes inclusive practice. Children's learning and development is supported through a range of activities and learning opportunities that cover all areas of learning, although plans for individual learning are not fully developed. Children's welfare needs are well met through effective procedures and staff who are knowledgeable about safeguarding issues. Organisation is generally good although the system for key person support is not consistent. Partnerships with parents, local school and agencies have been established to support children well and ensures that additional needs are met. Staff are included in the developing system of evaluative practice to plan for future development. This fully supports continuous improvement, for example, staff develop effective team work through regular staff meetings.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- ensure that observations of individual child development are evaluated and the information used to identify and plan for the next steps in children's progress.
- improve staff understanding of the importance of the key person role in helping children develop their confidence, engage their interests and offer support at different times.
- improve the system for self evaluation to identify and prioritise future development.

The leadership and management of the early years provision

Leadership and management of the setting ensures that all children are safeguarded and their welfare supported. For example, records, policies and procedures are used effectively, including documentation relating to safeguarding, of which all staff have clear knowledge through training. Staff undergo appropriate checks to be in the proximity of children prior to starting work at the nursery. The manager and her deputy work well together to develop positive ideas for the nursery and leadership fully supports improvements. For example, self evaluation forms have been completed by staff to identify areas for development such as teamwork through regular team and group room meetings. This ensures that all staff members are included and encouraged to share good practice. The support for staff training strengthens this commitment. For example, all staff have attended training in the Early Years Foundation Stage. As a result, group activities for older children are organised generally well and observations are regularly recorded although not evaluated sufficiently to identify and plan for the next steps in children's development. Progress reports are shared with parents of children of all ages which means that they are encouraged to become involved with their children's learning. Recent consultation with the early years advisory service has been initiated by the manager of the nursery to aid development and promote outcomes for children.

The quality and standards of the early years provision

The nursery provision is a clean, bright and attractive environment where the children can choose from a variety of activities inside and out. This means that they are able to select from what is available, move around safely and explore free-flow play. The good quality of resources means that children actively engage in a range of enjoyable activities, such as, sand and water play, painting and drawing. However, support for children's learning is inconsistent and there are too few opportunities for staff to work through individual learning experiences and extend purposeful play. Despite this, some aspects of the educational programme are strong, such as, literacy, and older children make good progress in their mark making skills. Baby room staff spend time with new parents, gathering information to make sure that each child is being cared for appropriately for each family, although they have not fully grasped the importance of the system in helping children to feel confident. Therefore, the key person system is not sufficiently developed to provide sensitive support to help children form secure attachments and able to leave parents easily. Staff are well deployed throughout the indoor and outdoor play areas, ensuring that children are well supervised and careful attention to the setting's own risk assessments means that children are kept safe. Measures in place to promote health are good. Clear procedures understood by staff and shared with parents include those for dealing with accidents and for administering medication. There are a sufficient number of staff qualified in first aid to ensure that children are well protected in the event of an emergency.

Staff have identified what they want older children to achieve during planned

group activities and which ensures that children make generally good progress. They are given the choice of whether to join in with focused group activities which cover all areas of learning. Children also enjoy spontaneous activity, such as, collecting leaves in the garden because there are readily available child sized equipment such as rakes and wheelbarrows. Adult led activities are enjoyable and age appropriate, for example, cooking and listening to stories and the choice provides a sense of purpose and self-direction which helps children behave well. However, limited use of the information gained from child observations results in some gaps in the challenges of the learning and development experiences overall. Children enjoy a sense of belonging as parents are invited to join in with nursery activities, for example, fund raising such as the sponsored toddle event. Families are encouraged to share their own and experience other cultures when they join in with multi-cultural events. Careful attention is given to establishing children's needs, for example, languages spoken at home, and staff support ensures that their linguistic diversity is valued. Children have individual cups for frequent drinks offered throughout the day and enjoy a well balanced, nutritional diet including fresh fruit snacks.

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

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	3
How well does the provision promote inclusive practice?	3
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	3
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?	2
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	3
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?	3
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

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 B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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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 registration.

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.