

Higham Hill Daycare

Inspection report for early years provision

Unique reference number	EY348487
Inspection date	11/05/2009
Inspector	Rosemary Coburn
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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 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

Higham Hill Daycare was registered in 2007. It is part of a children's centre which is situated in the Higham Hill area of the London Borough of Waltham Forest. The provision consists of two main base rooms, one for the under two's and one for the two- to five-year-olds. There is also a family room which can be used as a crèche for up to 10 children.

A maximum of 68 children aged under five years may attend the nursery at any one time. The nursery is open from 08:00 to 17.50, Monday to Friday, all year round. Children have access to a secure outdoor play area. The manager holds an appropriate qualification in early years.

There are currently 73 children on roll, aged from 10 months to under five years; of these, 29 receive funding for early education. There are three children with learning difficulties and/or disabilities, and 26 children for whom English is a second language. The group is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The setting is a warm, welcoming and stimulating environment. Children's learning and development are supported by staff who work well together. Planning, assessment and observations recognise the uniqueness of each child and support outcomes for children. Children with learning difficulties and/or disabilities receive excellent support. This is because staff work very well together in partnership with parents and other professional bodies. However, there are inconsistencies in staff's understanding of their role in promoting outcomes for children.

What steps need to be taken to improve provision further?

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

- show more regard to actively promoting positive images of people living different ways of life, from different parts of the world, that challenge stereotypes and promote equality of opportunity.

The leadership and management of the early years provision

The setting is bright, well maintained, warm, welcoming and friendly. This supports children in feeling settled and secure. Children are cared for in an enabling environment which plays a key role in supporting and extending children's development and learning. Staff and adults are suitably trained and qualified, however, there are inconsistencies in staff's understanding of their role in promoting outcomes for children. For example, a number of staff and adults were

asked what they were doing while supervising children as they played. Despite the fact that they were suitably deployed to ensure that safety and the needs of the children were met, they were unable to demonstrate how they were supporting children's learning. The provision actively promotes inclusion. Secure partnerships with parents and other professionals provide children with rich and personalised play experiences and learning opportunities that are extended into the home. This supports children in making the best possible progress in their learning and development and promotes their welfare. Children and their families benefit from a wide range of services provided at the centre which include training programmes, family support services and drop-in's.

Policies, programmes, activities and support systems are integral to the setting and all children are involved in the setting's daily routines. Planned activities are led by the interests and enthusiasms of each child, as each child is respected and valued as an individual with equal rights and choices. Outcomes for children are promoted through the provision's partnerships with external agencies, for example, QUIT. The nursery provides an appropriate environment and adult support to help children progress towards the early learning goals. The key person system provides effective links between the setting, parents and children. Systems to observe and assess children's starting points and learning and development are excellent. Children's individual needs, interests and stages of development are looked at very carefully so that the setting can plan a challenging and enjoyable experience across all six areas of learning.

Children are helped to stay safe and their welfare is promoted effectively. Policies and procedures are readily available on request and incorporate all the welfare requirements of the Early Years Foundation Stage. Potential hazards to children are minimised effectively. Good daily practices help to minimise the spread of infection and there are suitable measures in place if staff or children are ill. Staff are employed for a three month probationary period following a rigorous recruitment process and receive an induction into the setting's practices. They are trained by the leadership and management team and have a sound understanding of child protection issues. The manager is the named person and staff know the procedures they should follow should they have concerns about a child's welfare.

The quality and standards of the early years provision

Children benefit from adults' clear recognition and understanding that children learn and develop in different ways, at different rates, and that all areas of learning and development are equally important and inter-connected. Adults help children to enjoy their learning and to make good progress towards the early learning goals in relation to their starting points, capabilities and interests. Adults provide excellent opportunities for children to become active learners in an environment where they are supported to work independently, with each other and have opportunities to be creative and think critically. Children are provided with a very good range and balance of adult-led and child-initiated activities and experiences where they can develop their own interests and are given opportunities to learn to do things by themselves. Children are happy, settled and build secure relationships with key workers.

Planning ensures that each child receives an enjoyable and challenging experience across the six areas of learning, and identifies the next steps for children's learning. The next steps are incorporated into a variety of activities and learning opportunities, which staff assess to determine the extent to which children are achieving. Children benefit from having lots of opportunities to make their own choices as to what they would like to play with, as they are provided with an excellent range and depth of play experiences. Support from staff, and other professionals where necessary, helps them to develop a positive sense of themselves and others.

Good staff deployment and effective operational arrangements support children's individualised learning, development and care. For example, children play happily and contentedly after lunch time. One young child, who normally has a nap at lunch time and then eats lunch later in the afternoon, wakes up crying. He is quickly assisted by a member of staff who asks 'Do you want a cuddle?'. Children are supported in feeling valued, important and develop a sense of belonging because staff have a clear understanding of how babies and young children may represent their own needs. This is because staff and parents establish shared understandings between the setting's organisation and children's home routines.

Children's welfare is promoted through an effective operational plan. This raises the quality of care, safety and well-being for every child and supports them in making good progress in their learning and development. The setting's approach to inclusion, working in partnership with parents and other professional agencies, is outstanding and actively promotes and supports the uniqueness of the child. For example, the special educational needs coordinator works with the children's key worker in order to support children's individual needs and the on-site speech and language worker is part of a multi-agency team to ensure that children and families receive far greater support. Children for whom English is an additional language, and children with learning difficulties and/or disabilities have opportunities to achieve as much as they can in relation to their starting points and capabilities.

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?	2
How well does the provision promote inclusive practice?	1
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?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	1
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?	1
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

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Annex B: the Childcare Register

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

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