

# Becontree Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY369705
<b>Inspection date</b>	01/06/2009
<b>Inspector</b>	Rufia Uddin
<b>Setting address</b>	Stevens Road, DAGENHAM, RM8 2QR
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<b>Type of setting</b>	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

Becontree Children's Centre Crèche was registered in 2008. It operates from one room of Becontree Children's Centre in the London Borough of Barking and Dagenham. There is a secure large outdoor play area for children. The pre-school session operates two mornings in a week. The crèche is usually operational during term time only throughout the year and occasionally during the holidays. The crèche operates three mornings and three afternoons a week. The setting is registered to provide care for a maximum of 20 children in the early years age group at any one time. The setting is currently registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently 20 children aged under five years on roll. Children come from a wide area. The setting has links with the local school and playgroup. The settings employs four members of staff. Of these, three hold appropriate early years qualifications. All staff have access to the Continuing Professional Development Programme.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Children's needs are met well, all are included and their uniqueness is acknowledged. Children are supported effectively in their play and staff ensure they provide a balanced range of activities that cover all areas of learning and development. Staff understand their roles within the setting and work hard to provide good childcare. Staff are committed to improvement and complete regular self-evaluation to help them identify their strengths and areas to improve. Detailed policies and procedures are regularly updated and help contribute to the good care provided. An inclusive environment ensures that all children are able to make progress towards the early learning goals.

## What steps need to be taken to improve provision further?

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

- update documentation to record information about who has legal contact with the child, and who has parental responsibility for the child
- continue to develop systems for monitoring children's developmental progress and ensure they are used to plan the next stages of development.

## The leadership and management of the early years provision

Children benefit from a well organised setting. The registered person uses appropriate recruitment and thorough induction procedures to ensure that staff are suitable and have recognised qualifications and experience to work with children. Staff are aware of their roles, prior to children arriving they use their time purposefully, planning a stimulating range of activities. Effective organisation of

the space and resources available maximises play opportunities for children, allowing them to move freely and safely and make choices about where they would like to play. Details of staff and children are kept secure and confidential. Risk assessments are effective, detailed and help reduce risks to children. Staff are vigilant and supervise children well at all times, but still allow children to develop their independence.

Children benefit because management value parents as their child's first educators and understand that working in partnership is integral to improving the provision and opportunities available for every child. Detailed information is given to parents, which ensures all necessary forms are completed before children attend. Staff regularly request comments from parents and carers, using questionnaires, satisfaction surveys and coffee mornings. Open and honest feedback from the Development Group which includes parental representation has led to service development. Regular newsletters, notice boards and verbal communication with parents when they leave and collect their children ensure information is shared. Details of authorised people to collect children are recorded and a password system is set up for carers, however documentation needs to be updated to clarify who has legal contact with the child and who has parental responsibility for the child. Generally documentation is organised to a good standard. A comprehensive operational plan, and policies and procedures support the operation of the setting. Staff have a clear understanding of the importance of accurate recording to ensure that the continuing needs of the children are addressed. Children's well-being is appropriately safeguarded. Clear procedures are in place to ensure that staff know what action to take if a child protection issue is raised. Staff are well briefed about safeguarding children as part of their initial induction.

## **The quality and standards of the early years provision**

Children enjoy and benefit from a welcoming and stimulating early years environment. Play equipment and resources are effectively set up to create an interesting and stimulating setting. Children are warmly welcomed by friendly staff when they arrive, who are sensitive to their individual needs. Gentle encouragement is provided where needed and children soon gain confidence and start to explore the play opportunities available. All activities are made available to each child attending, helping them to feel included. Children are developing an awareness of diversity through the play resources available. Children behave well due to staff's sensitive support and clear explanations, which helps them feel secure. They are kept occupied and motivated at all times, which contributes to their good behaviour. Staff are calm and make effective use of praise and encouragement to promote children's self-esteem.

Children's health and well-being are protected by staff's knowledge of first aid procedures and the detailed policies in place. They have a clear understanding of the need to record accidents to ensure that parents are made aware that their child has sustained an injury. Clear information is gained on children's medical and dietary requirements. The premises are clean and well maintained and appropriate procedures are in place to ensure that cross-contamination is prevented. For example, anti-bacterial soap is used by staff after assisting children with toileting.

Children have routine access to suitable drinks. They benefit from eating mid morning snacks, which are balanced, varied and nutritious. Their individual dietary requirements are known and adhered to. The range of healthy eating options includes fruit and vegetables. Children's independence is well promoted when they are helped and encouraged to pour their own drinks and to serve themselves.

Children's care is enhanced as parents are asked to complete the registration forms and share relevant information to enable staff to meet their children's individual needs. The quality of the care offered is promoted through a key worker system to ensure consistency for children and their parents.

Children's enjoyment whilst attending the group is enhanced by the staff's friendly, fun and light hearted interaction. They join in with the children's play as they use the climbing frame, basket ball and play in the home corner. They encourage role play. This effective interaction enables the children to settle, have fun and gain positive relationships with the staff. An interesting range of resources and activities are made available so that they can pursue their own interests and choose what they want to play with. Children enjoy mark marking with a range of media. They get sufficient opportunities to practise writing for different purposes, for example, to write shopping lists when engaging in role play. Children listen with enjoyment to stories, songs and rhymes and respond with relevant actions. Staff help children to make sense of their world and express their thoughts and feelings through play and conversation. Children use mathematical language naturally, they use positional language and understand concepts, such as bigger, smaller, longer, and shorter. They learn about volume as they play with sand and water. Opportunities are routinely presented for children to practise counting in their play, for example, when searching for insects and animals in the peat tray. Children show good levels of concentration and quickly become involved in activities. Children benefit from opportunities to gain hands-on experience with information technology on a regular basis. The routine of the session and the environment both inside and out enable children to develop their skills. The staff have begun to assess children's progress. For example, the staff have started to compile a scrap book of the children's work to assist with assessment. However, these assessments need to be used to plan the next stages of development to ensure that children are sufficiently challenged with regards to the six areas of learning.

## 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

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

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	2
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

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	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?	2
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