

Excell Learning Centre Limited

Inspection report for early years provision

Unique reference number	EY370475
Inspection date	09/04/2009
Inspector	Silvia Richardson
Setting address	59 St. Mildreds Road, LONDON, SE12 0RE
Telephone number	02088 513122
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Excell Learning Centre Ltd was registered in 2008. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The centre is located in Lee, in the London Borough of Lewisham. There is ramp access to the front of the property. The centre is registered for 24 children in the early years age group of whom six may be aged under two years. Children are based in separate rooms according to age and share an enclosed outdoor play area. The centre is open five days a week all year round, except for public holidays, from 08:00 until 18:00. Children attend full-time or part-time on a sessional basis. Eight staff and additional centre support workers work directly with the children. The nursery supports children with English as an additional language and children with learning difficulties and disabilities. The nursery receives support and training from the Local Authority.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. There are some gaps in children's learning and development, many of which the provider has identified through self-evaluation and is taking positive steps to address. Capacity for continuous improvement is good, because management are committed to promoting better outcomes for children and have systems in place for developing the provision further. Children's welfare needs are met well, fostering the Early Years Foundation Stage principles of the unique child and positive relationships, so that children are happy and enjoying their time at the centre. Children with learning difficulties enjoy inclusive experiences, through effective use of Picture Exchange Communication Systems and sign language, enabling them to communicate, understand and follow routines.

What steps need to be taken to improve provision further?

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

- create enabling environments, promoting children's learning and development, specifically in problem solving, reasoning and numeracy and communication, language and literacy, ensuring learning intentions regarding children's identified needs are followed through
- organise routines, resources and activities, ensuring every child receives motivating and challenging experiences that build on their natural spontaneity and curiosity

The leadership and management of the early years provision

Management have a clear vision of what they wish to achieve and the senior staff team meet regularly to assess and evaluate progress. They draw upon support and guidance from the local authority, so that systems are in place for planning and

recording children's activities and achievements. Overall delivery of the Early Years Foundation Stage learning and development requirements, has weaknesses in leadership and direction, resulting in some gaps in children's learning, particularly in problem solving, reasoning and numeracy and pre-writing skills.

Children's base rooms are without a practice leader, to steer co-ordinated presentation of learning resources and to ensure learning environments support active exploration and discovery. Some excellent ideas are put forward for themed activities, but without clear direction, they are not effectively linked across routines, so as to enhance children's indoor and outdoor play and learning experiences.

Management provide caring role models, so that all staff interact positively with the children and are consistently kind and caring in their manner and attitudes. Much emphasis is placed on children's feelings of wellbeing and this is reflected in the provision of nutritious snacks and meals and comfortable arrangements for rest and sleep. Partnerships with parents and carers are strong, so that they feel welcomed and involved in children's welfare and learning. Some good written and illustrated material is available to them, including photographs of children engaged in activities. Parents and carers are well informed of children's care routines on a daily basis and staff are keen to ensure they respect and act on information provided by parents, especially pertaining to dietary and medical needs. Children are safeguarded in the setting through adherence to health and safety procedures, including child protection, good safety and security measures and effective risk assessment.

The quality and standards of the early years provision

Children are enjoying playing with others and are developing social skills, enabling them to share and take turns well, co-operate and contribute to small group activities. They are secure and settled through positive relationships and take part in a good balance of indoor and outdoor activities. Children make choices from the resources set out for them and have favourite play areas, such as role-play, arts and malleable materials. Children are keen to learn, although resources of sufficient quantity, quality and variety are not always attractively presented, so as to motivate children and sustain their interest. As a result, children are not choosing to explore the maths and graphics areas and are missing important learning opportunities, such as writing for different purposes, weighing, measuring and calculating. Children are capable of independent learning, although a choice of materials and resources are not easily accessible or organised for children to make connections across the six areas of learning.

Provision for creative play experiences is good and enhancing children's enjoyment and achievement in the setting. Opportunities to learn about living things, are widening children's knowledge and understanding of the world and include a day trip to an aquarium, keeping fish and tadpoles, planting seeds and growing vegetables in the garden. Children's starting points are recorded, their attainments evaluated and written plans are in place for the next steps in their learning. However, learning intentions for focus activities are not always followed through in practice. This is because children are not attracted to or motivated by the

presentation of the activity, and adults are allowing children to make alternative choices of more interest to them, which are not necessarily directly linked to their identified learning needs. As a result, progress towards the early learning goals is inconsistent, slow in some areas and more steady in others.

Welfare routines are consistent and familiar, although sometimes children's natural spontaneity and excitement are held back, because group management is task focussed rather than child centred, such as arrangements for going out into the garden. Babies follow individual routines that flow with their needs, such as sleep and meal times, promoting their welfare and wellbeing. Babies are cuddled, comforted and develop secure relationships with key workers, helping them to settle and make good progress. They enjoy a variety of different activities and a good range of toys and play materials are easily accessible, promoting their learning and development. The setting values the diversity of individuals, celebrating different religious and cultural events during the calendar year. Children are developing a positive identity through an array of photographs of themselves and pictures, posters and wall displays reflecting and embracing differences.

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?	2
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?	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?	3

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

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

Met

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.