

The Heritage Family Centre

Inspection report for early years provision

Unique reference number	137805
Inspection date	04/03/2009
Inspector	Helen Maria Steven
Setting address	161 Pitfield Way, London, NW10 0UW
Telephone number	020 8830 1993
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).

Description of the setting

The Heritage Family Centre is run by a management committee. It opened in 1993 and is situated in a purpose built building on the St Raphael's Estate, in Harlesden, in the London Borough of Brent. There is one large room which is divided in to two play areas for children aged two to five years; and there are two separate baby rooms. All children share access to an outdoor play area. A maximum of 60 children may attend the nursery at any one time. The premises are fully accessible.

The nursery is open each week day from 08.00 to 18.00 for 50 weeks of the year. There are currently 46 children from six months to the end of the early years age group on roll. Of these, 10 children receive funding for nursery education. The nursery currently supports children with English as an additional language.

The nursery employs 14 members of staff including a deputy and manager. Of these, 11 staff hold appropriate early years qualifications and three are working towards a qualification.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Since the last inspection there has been a change in both the committee and management of the nursery which has had a positive impact on the quality of care afforded to the children. The management are now promoting a culture of reflective practice and self-evaluation to identify the setting's strengths and priorities for development, they are engaging enthusiastically with local authority early years consultants and advisory teachers, thus improving the quality of provision for all children. The key worker system is being developed and practitioners are undertaking further training to support them in meeting the individual needs of the children.

What steps need to be taken to improve provision further?

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

- provide and maintain appropriate contents in the first aid box in order to meet the needs of children in the event of an accident
- further develop partnerships with parents and other professionals working with the Early Years Foundation Stage to complement and support children's welfare and progress through the early learning goals
- review the organisation for babies to ensure that their individual welfare and learning needs are met and continue to develop the key worker system
- continue to develop the systems for planning, observing, assessing and evaluating children's progress in order to inform the next stage of their learning and ensure that the environment reflects each child's uniqueness

The leadership and management of the early years provision

Children are benefiting from the energy and enthusiasm of the new management team. The new committee recognises the value of developing a learning culture and are providing support for continuous professional development for the staff team, raising their skills and qualifications to level three and beyond. Practitioners are positive about the training sessions they have attended. They are afforded space for knowledge-sharing and are beginning to embrace the atmosphere of reflective practice. Some practitioners are developing their skills in Makaton to enhance their communication with children in their care. The setting has begun to use the Ofsted self-evaluation form as a tool to reflect on practice and has arranged support from the Local Authority to enable this to be achieved effectively. Children are safeguarded as there are robust recruitment procedures in place and practitioners are aware of their responsibilities.

Parents' views have been sought on the provision, they are happy with the service, but some identify a lack of information, for example, regarding the activities offered to their children. Currently, they are not routinely invited to contribute to their child's learning and development record. Links with other settings that children attend is in its infancy and although practitioners have shared their observations with other professionals it is not yet a two-way flow of information to fully support children's individual needs. There are a range of policies and procedures in place, which are shared with parents. Notice boards and weekly sheets in the baby room are used to communicate to parents and carers, although the focus of information is welfare. The organisation of the routine and environment is not always fully effective in supporting children's individual welfare and learning needs.

The quality and standards of the early years provision

Overall, children are confident and enjoy their time at nursery developing relationships with their peers and the friendly staff team. Children work together alongside adults to problem solve when completing puzzles, although this is hindered due to missing pieces. Children are engaged in balancing activities and are encouraged to use mathematical language such as bigger and smaller during their play in the sand. They have opportunities to explore mark making with different media and access book areas independently as well as with practitioners for story times. Children explore nature through access to the garden and older children display competence when using the computer, accessing software that supports letter recognition. Babies enjoy moving their bodies to the music and are supported when accessing the small slide. Daily free-flow outdoor play supports older children's physical development, they enjoy peddling the bikes, pushing buggies, negotiating space and avoiding collisions. Children adore role play, communicating their ideas with their peers and re-enacting life experiences. However, they lack a varied range of resources in order to support all learning areas and reflect the rich cultural diversity of the children. Throughout the curriculum opportunities are missed to extend the learning of more able children and at times in the day the learning environment and planning of activities is

uninspiring. Babies learning experiences are shaped by whether it is 'their day' for activities and their exposure of things beyond the baby room is limited. The learning environment for babies lacks low level displays, such as mirrors where they can see their own reflection and photographs of special people from home.

Children generally behave well within their stage of development and practitioners are confident in dealing with any unwanted incidents. Children are reminded and supported to share with each other. Providers have developed a healthy nutritious menu for the children; foods are freshly cooked on site and the amount is plentiful. Older children self serve and enjoy the meals on offer. However, warm macaroni cheese and cold salad are pureed together with milk in a blender. This is given to each and every baby regardless of their age or stage of feeding and the majority are fed by an adult, without being encouraged to experiment with spoons to develop their independence. Practitioners demonstrate that they have risk assessed hazards and children learn how to keep themselves safe, for example, they are reminded not to swing threading laces around in case they hurt somebody's eyes. Adequate numbers of first aiders are in place to cover each shift; however, the lack of appropriate contents in the first aid box may hinder treatment of a child in the event of an accident.

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.	3

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?	3
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?	3
How well are children helped to stay safe?	2
How well are children helped to be healthy?	3
How well are children helped to enjoy and achieve?	3
How well are children helped to make a positive contribution?	3
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 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.