

World's End Under Fives Centre

Inspection report for early years provision

Unique reference number	105753
Inspection date	25/06/2009
Inspector	Liz Corr
Setting address	18 Blantyre Street, London, SW10 0DS
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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

The World's End Under Fives Centre was registered in 1994. The pre-school has been operating since 2008. It is located in the World's End Estate in Chelsea, close to transport links. It is managed by a voluntary management committee. Children have access to a pre-school room and crèche room and share an outdoor area. The pre-school is open term time only between 09:15 and 15:15 with part time places available. A maximum of 24 children may attend at any one time. There are 47 children on roll. The crèche operates for 51 weeks a year in the afternoons. A maximum of 20 children may attend the crèche at any one time. A morning drop-in is also available for local families.

The pre-school and crèche are registered on the Early Years and the voluntary part of the Childcare Register. Seven staff, one of whom is part time, work with the children at both provisions. Six staff are suitably qualified.

Overall effectiveness of the early years provision

Overall, the quality of the provision is good. Children are making good progress as their development is well planned for. Children's individual interests are valued and form part of the planning of weekly activities. The setting has begun to develop useful methods to evaluate the service. The staff team are enthusiastic and committed to ensure continuous improvements are made to the service. Children benefit from a strong emphasis from the staff to promote inclusion.

What steps need to be taken to improve provision further?

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

- continue to develop systems to promote partnerships with parents and continuity of learning by regularly sharing information of children's progress with parents

The leadership and management of the early years provision

Staff are well supported by the good leadership and management. They work very well as a team and make good use of weekly sessions to reflect on their practice and plan good opportunities for children to learn and develop using the Early Years Foundation Stage (EYFS). Systems for self-evaluation have begun. Effective methods ensure the staff team are significantly involved in this process and information from parents' questionnaires help to identify next steps for improvements such as ensuring that new systems for keeping parents fully inform are devised.

Children are safeguarded by the consistent procedures for recruitment which ensure staff are suitable to work with children. Staff are well deployed so children

are supported and supervised both indoors and out. A clear child protection procedure is in place and management effectively organise training so staff are clear of their responsibilities for protecting children. A good ratio of staff hold up-to-date first aid qualifications to further promote children's safety. Emergency evacuations are practised with the children on a termly basis, however, this means that children attending in part-time may not be present when they take place and therefore they are not learning how to keep themselves safe in an emergency.

Children's good health is well promoted as they are encouraged to wash their hands regularly, especially before snacks and after messy play. They easily access fresh drinking water when they need to, which keeps them hydrated. Lunch time is a social occasion as children sit together to eat their packed lunches. Good information has been provided for parents to ensure they have the latest guidance on healthy eating. Children's physical development is well promoted as they can access the outdoor play area throughout the day. They are provided with good opportunities to climb and balance using a range of outdoor equipment. They also benefit from weekly sessions from a physical education teacher who helps the children develop a range of physical skills and confidence.

New staffing arrangements provide children with good levels of support during lunch times and provide core staff with opportunities for non-contact time so they can update children's individual development profiles. Well organised arrangements are in place to ensure that staff have sufficient time to plan and assess children's development. The setting has good procedures for ensuring that staff receive regular training which promotes their continuous professional development.

The quality and standards of the early years provision

Children are very happy and confident at the setting, where they are cared for by a consistent staff team who know them well. They benefit from the staff's understanding and delivery of the EYFS. They are provided with a well organised and stimulating learning environment. Individual profiles document children's interests and achievements. Photographs and written assessments provide examples of their progress towards the early learning goals. There are good systems to record children's starting points, however, these are not displayed in every profile to clearly demonstrate their initial progress at the setting. Although formal arrangements for meeting with parents to discuss their child's learning are not currently in place, this has been recently identified and arranged to take place at the end of this term.

Children's individual interests are carefully observed and planned for both indoors and out. For example, when staff notice children's interest in the insects outdoors, they plan a focused activity using some toy insects frozen in blocks of ice and some in soil. The activity is extended to the outdoors and children are encouraged to look for insects in the planting areas. The group of children increase as one child finds a worm, this is well managed as the adult speaks calmly to the children and provides extra spades and magnifiers. One child with a particular interest in this activity is provided with further opportunities to examine a worm indoors. The

adult allows them time to hold the worm and to watch it closely using the magnifying glass.

The setting is well resourced and inviting to children. They enjoy opportunities to initiate their own activities and have fun. During one activity a group of children use props and pretend to be singers at a performance. They play happily together and take turns to sing, frequently bursting into laughter as they thoroughly enjoy themselves. An adult monitors their play and later asks if they would like to extend their game by using the instruments which they happily agree to. More children choose to join in making music as children take turns to sing.

Older children have good opportunities to be prepared for school during organised group activities. They talk about which school they will be attending and learn about different aspects of the school routine. As they discuss school lunch times they have opportunities to practise using a tray as they understand they may have to collect their lunch and carry it back to a table. They are eager to practise carrying a school bag and enthusiastically talk about what they might put in theirs. Consequently the transition from this setting to school is made easier.

Children are well behaved as they are well occupied with interesting activities. Their good behaviour is well promoted as they receive regular praise and encouragement. They are learning to give praise and recognise their friend's achievements as they tell them well done when one child finds a worm in the earth. When occasional conflicts arise staff speak quietly to children giving them clear explanations as to why their behaviour was not acceptable and help them to settle back into the group.

The setting is committed to promoting an inclusive service where all children are welcomed and valued. The setting has good access to other local professionals, such as speech therapists and a behaviour specialist, who provide support to children and their families. Consequently, any concerns about children's development are discussed with parents and appropriate support offered to meet children's needs. Children are provided with enjoyable opportunities to value their individual backgrounds and learn about the wider world. During the story of Handa's Surprise, children sit attentively and are keen to use the props, including dressing up in the African costume as the main character of the story. They are becoming familiar with fruits from around the world as they recognise them from the story.

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?	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?	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?	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?	2
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?	2

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Annex B: the Childcare Register

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

Met