

Carterhatch Children Centre

Inspection report for early years provision

Unique reference number

EY376516

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Inspector

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Setting address

Carterhatch Infant School, Carterhatch Lane, ENFIELD,
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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).

Description of the setting

Carterhatch Children's Centre nursery registered in 2008. It operates from a purpose built building on the site of Carterhatch Primary School in Enfield, North London. The setting is open from 08:00 until 18:00 for 48 weeks of the year. Access to the premises is at ground level via a footpath from the adjacent roadway. Children share access to three outdoor play areas.

The centre is registered on the Early Years Register. A maximum of 37 children within the early years age group may attend the centre at any one time. Currently, there are 21 children on roll. The centre supports children with learning difficulties and/or disabilities and those who speak English as an additional language. A total of 10 staff are employed to work with the children. All staff hold relevant early years qualifications.

This inspection was carried out in the children's centre nursery for the under three's provision only.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery offers a secure and inclusive setting for children with a variety of opportunities to learn through play and exploration. The provision is managed efficiently and the documentation provides an excellent framework for staff's practice. Children's welfare is promoted effectively and the educational programme supports children well in their individual learning. The partnership with parents is well developed and contributes to the quality of care and education that children receive. Areas for further development within the setting are highlighted so as to continually improve the provision for all children.

What steps need to be taken to improve provision further?

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

- develop further the system of observation and planning so that there is a consistent approach to planning for all children
- develop the system of self-evaluation in order to involve all staff and encourage a culture of reflective practice.

The leadership and management of the early years provision

The nursery is led and managed very effectively. The paperwork and resources are particularly well organised and are easily accessible. The building is attractive and well-equipped, making it especially welcoming for children. All the required policies and procedures are in place and provide clear information for parents about the provision. The centre has established links with the primary school and various

support agencies, enabling children's individual needs to be met successfully. Children have a good choice of suitable toys and benefit from the opportunity to move freely between the indoor and outdoor play areas.

The nursery works closely in partnership with parents and carers. A system of initial home visits, individual settling-in programmes and sensitive arrangements for room transfers contribute to children feeling happy and secure in the setting. Staff exchange information with parents on a daily basis so that all children's care needs continue to be met appropriately. Special books containing photographs and written notes provide attractive and personalised records of children's learning whilst at the nursery. Staff organise regular consultations with parents to update them on their children's progress and encourage involvement in their children's learning.

There are good employment, induction and appraisal systems in place for all staff. Training is readily available so that staff can maintain and develop their knowledge and understanding of childcare. The manager involves staff in decision-making and ensures that they are regularly updated in key areas of childcare practice, for example, safeguarding issues. Staff make good use of their time, ensuring that all children feel valued through effective support and encouragement. Children's well-being is prioritised. Health and safety procedures are implemented efficiently and staff know what to do if they have any concerns about child protection.

Staff continually evaluate their practice through discussion and record evaluations of their daily planning. This helps to monitor the quality of care and learning on offer to children. A system of self-evaluation has been introduced by the manager so that all aspects of the provision can be regularly evaluated. In this way, the setting is developing the capacity to continually improve the outcomes for children. Various points for further development have already been identified, for example, there are plans to extend play space and partnership working. However, staff are not yet all fully involved in the self-evaluation of the setting as part of an ongoing culture of reflective practice.

The quality and standards of the early years provision

Children enjoy good access to a range of interesting resources and show much interest in the planned activities. Staff join in children's play, enhancing children's learning experiences through offering choices and engaging them in conversation. They help children to follow up their own interests by making suggestions or introducing alternative play equipment. Children maintain an interest throughout the day as the play environment is continually altered, ensuring it is always stimulating for children. They particularly enjoy the opportunity to participate in activities both indoors and outdoors, for example, exploring paints, sand, water and building blocks. Staff interact effectively, taking advantage of opportunities to encourage active and creative learning. At group times, children have fun as they explore music through instruments and songs. They develop close relationships with staff and learn to respect the needs of others in their group.

Staff use an effective system of observational assessment to monitor children's

progress towards the early learning goals. They are aware of what to look for as they observe children and, therefore, make maximum use of these observations to clearly show individual children's stages of development. For instance, children are observed mark-making, counting, participating in imaginary play and using language in different ways. As a result, staff are able to plan activities to meet children's developmental needs and to move them on in their learning. The written activity planning in the baby room is particularly useful in this respect as it links closely to the observations of individual children, enabling all children to make significant progress in their learning. The written plans for older children work well in ensuring a variety of enjoyable activities, although the planning is not yet as effective in ensuring that all children are making good progress towards the early learning goals.

Children have good opportunities to make use of their senses as they explore independently and find out about different materials. They learn how to make pictures in different ways, for example, drawing, printing and marbling. They are encouraged to develop an awareness of healthy lifestyles, enjoying a varied diet and exercise in the fresh air. Staff are adept at helping children to become confident as they try new activities. They ensure that the environment and equipment are safe for children through a system of regular risk assessments. Any safety issues are dealt with immediately to ensure children's continuing safety. Children learn to share fairly and take turns, for instance, when investigating sounds made by musical instruments. They make their own positive contribution to the group as they partake in tidying up after each play session.

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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