

Furze Children's Centre

Inspection report for early years provision

Unique reference number EY372343
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Inspector Marilyn Peacock

Setting address Furze Children's Centre, Bennett Road, Romford, RM6 6ES

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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

Furze Children's Centre was registered in December 2008 and is one of several Westminster Children's Society projects working in partnership with the borough of Barking and Dagenham Children's Centres. The centre is situated in Chadwell Heath, Romford. Families also have access to the other services available on site. They are registered for 52 children on the Early Years Register. Currently there are 28 children in the early years age range on roll. The building has been designed to ensure accessibility to all service users. There is access to an outside play area from all children's rooms.

The nursery opens five days a week all year round, except bank holidays, and sessions are from 08.00 until 18.00 Monday to Fridays. There is a team of seven staff who work with the children, all of whom hold an early years qualification of level two or above. The manager of the setting holds a level four qualification in management.

Overall effectiveness of the early years provision

Overall, the quality of the provision is satisfactory. Parents share information on children's individuality when their children are being settled into the nursery helping staff provide appropriately for their unique needs. Children are provided with varied and suitable experiences which promote their welfare, learning and development adequately. The setting is beginning to reflect upon their practice, but formal self-evaluation systems to identify key strengths and areas for improvement are not yet fully established therefore priorities are not identified.

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 for recording children's progress and planning for their next steps on their learning journey
- make sure registers are completed immediately on children's arrival
- continue to develop books and resources to reflect children's home language.

To fully meet the specific requirements of the EYFS, the registered person must:

- plan and organise systems to ensure that every child receives an enjoyable and challenging learning and development experience that is tailored to meet their individual needs and ensure parents are fully informed.(Organisation)

30/06/2009

The leadership and management of the early years provision

Children benefit from playing in the newly built, spacious, generally well-organised environment. Children's ongoing safety is monitored through comprehensive risk assessments that are well documented and ensure any safety issues are addressed. In addition key staff carry out visual daily risk assessments to assure the environment remains safe for the children. Children's welfare is safeguarded as all staff are aware of the procedures to follow should they have any concerns about a child in their care. Entrance to the nursery is through the Children's Centre reception where all visitors are requested to sign in and out. Parents request entry to the children's rooms via a speaker phone entry system further ensuring children's safety.

Children's welfare is supported by the comprehensive set of policies and procedures which guide daily practices. Parents are invited to read the policies when they are settling their children into the nursery. Their child's key person guides them through what is thought of as the nurseries key policies. However, parents receive limited written information on how the nursery supports children's care and learning. A large parents notice board has photographs of the nursery staff and their families, gives some information on nursery life and useful telephone numbers. Copies of the nurseries policies and procedures are available; they are extensive covering all aspects of the provision in detail. However, the folder is bulky and difficult to manage therefore parents cannot easily access information they may need. Plans are in place to develop a parent's handbook which will help parents access information on the provision provided more easily. Parents are happy with the care their children receive. They say they are made to feel welcome and can approach the staff with any concerns. They are kept informed of their child's day through a daily parents contact book and verbal exchanges at the end of their children's day.

The manager is keen to develop the nursery and has identified a number of areas for improvement which include developing an inviting homely parent's area where parents can relax to review their children's work and talk to their child's key person. Finances have been obtained to develop the outside play area and install awnings so that children are protected from the weather. However, at present, self-evaluation and reflective practice systems are not embedded into regular routines and some areas which need further development or closer monitoring to ensure consistency have not been identified. For example the recording of the times children arrive at the nursery and completion of children's records.

The quality and standards of the early years provision

Children are settled and happy in the nurseries comfortable environment where resources are readily available. They enjoy a broad range of interesting activities each day both inside and out. Children have caring, considerate relationships, they enjoy each others company, are well-behaved and receive lots of praise for their achievements. They enjoy having visitors and encourage them to share their games. Accurate recording of children's achievements using observations and

photographs as a guide, contribute to children's learning record. However, planning for their next steps and future learning intentions are not always recorded. Reviews of children's progress so far on their learning journey are not completed consistently. Parental comments on children's learning at home are not consistently encouraged. Therefore an accurate picture of children's progress towards the early learning goals is not available. Planning of activities is basic, learning intentions are not systematically recorded. This results in staff missing opportunities to consolidate previous learning or to introduce children to new learning experiences. However, generally staff know the children well and are able to progress their learning satisfactorily by asking open-ended questions which encourage children to think and predict what would happen in different circumstances. They respond quickly to children's changing interests, for example the children's current interest in animals is consolidated by animal stories and face painting. They enjoy making the sounds animals make and 'thump thump thumping around' the outside play area acting out their movements and actions.

Children enjoy the free flow system into the outside play area where they can access a full range of activities each day. Children are fully involved in activity planning. They sit with key staff and make suggestions for activities. All children's contributions are valued and then incorporated into that week's plan. Children are encouraged to take minutes along with the staff and their entries are then displayed alongside the planning for that week. Consequently children are beginning to understand that writing has a purpose. They are encouraged to help with regular routines such as preparing the tables for lunch. Counting out the number of chairs required and finding each child's individual place mats. Colour coding on place mats and of plates ensures that children's dietary, religious and cultural needs are easily met.

Although the nursery has some resources and artefacts which reflect children's home backgrounds and their cultural heritage and books and puzzles help children understand difference and similarities. Children and their families who speak English as an additional language are not fully included as books and displays do not reflect their first languages. Children's understanding of the local community is developing well, they visit the local supermarket to get the shopping for a cooking activity. They are starting to write their own shopping list or drawing pictures of the items they need. They chose their own books from the library. They enjoy trips to the park to experience fresh air and explore the snow, wearing appropriate clothing excitedly making foot prints in the snow. Children's understanding of healthy eating is promoted through healthy snacks and conversations about healthy eating around the permanently available snack table. Fresh drinking water and fruit is readily available in the preschool room but this is not the situation in the baby room. Children's independence is encouraged, older children attempt to cut their own fruit and confidently serve their own meals at lunch time.

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

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