

# Dormers Wells Children's Centre

Inspection report for early years provision

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**Unique reference number** EY270102  
**Inspection date** 19/05/2009  
**Inspector** Philip Littlejohn

**Setting address** Dormers Wells Lane, Southall, Middlesex, UB1 3HX

**Telephone number** 020 8574 1200  
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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

Dormers Wells Children's Centre is a registered charity managed by a board of trustees. It opened in 2003, and operates within the grounds of Dormers Infant School in Southall, in the London Borough of Ealing. A maximum of 50 children may attend the nursery at any one time, and 26 children may attend the breakfast and after school club at any one time.

The nursery is open each week from 08:00 to 18:00 all year. The breakfast club is open from 08:00 to 09:00 and the after school club is open from 15:20 to 18:00.

All children share access to a secure enclosed outdoor play area. There are currently 47 children aged from 14 months to under five years on roll at the nursery. Of these, 20 children receive funding for nursery education. Children come from the local and wider community. The nursery currently supports children with special educational needs. The nursery and the out of school provision employs 12 staff, of whom, seven including the acting manager and one qualified long term agency worker hold appropriate early years qualifications. The setting is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register.

## Overall effectiveness of the early years provision

Overall, the quality of the provision is good. It has particular strengths in the outstanding care provided and in its commitment to inclusion that ensures that individual needs are met. Children are well supported and are making good progress given their age, ability and starting points. Adults have very positive relationships with the

children and provide any additional support they need. Strong leadership is ensuring that all children have access to a wide range of activities and resources, whilst promoting choice and individual learning. Positive partnerships are fostered with parents whose views of the Centre are very positive. There is a good capacity to improve.

## What steps need to be taken to improve provision further?

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

- sharpen the focus of the Centre's self evaluation in order to assess impact of actions
- improve storage of children's push chairs in order to provide better access to equipment

## The leadership and management of the early years provision

The acting manager has only been in post for six weeks but has prioritised the need for consistency and continuity. The Centre has retained experienced staff over a lengthy period. Consequently, they know their children and their needs very

well.

Managers are clear about the Centre's strengths and areas for development, because a good, well written self evaluation form has been produced. It is rather overlong and lacks a sharp focus on the impact of any actions taken. There has been a very strong focus on developing the Early Years Foundation Stage. Leadership ensures that links with parents are strong, for example, an evening for parents explained the Early Years Foundation Stage areas of learning. Parents were asked to look at photographs of their children and identify what they were learning. This enables parents to help with their children's learning at home. The opinions of parents are valued and sought through discussions and questionnaires. Parents have very positive views of the centre. All staff have a strong commitment to additional training. Children's safety and protection is a priority at all times. Names and photographs of every child's key worker are clearly displayed. Staff have an excellent understanding of safeguarding children procedures. All necessary checks have been carried out on staff for their suitability to work with children. Risk assessments have been conducted and effective safety precautions put in place. The Centre works well with specialist agencies to ensure that children get the additional support they need to make good progress in their development. Whilst the accommodation is bright, stimulating and meets the needs of the children well, there is insufficient room for the storage of push chairs which, on occasions, block the access to equipment. Children show a high level of enjoyment. Their parents say how much they love coming to the Centre. The well qualified staff provide good opportunities to develop the speaking and listening skills of all children, including those with learning difficulties and disabilities and those with English as an additional language, who make the same good progress as other children.

## **The quality and standards of the early years provision**

The quality of teaching and learning, including planning is good. Children's rooms are well organised and attractively set out with a wealth of interesting and stimulating resources. Children can easily access activities and were seen to make choices. Play materials are provided for the six learning areas with a good balance between indoor and outdoor activities. Adults give good support and encourage children and, where necessary, comfort and reassure children. Children thrive in the happy friendly atmosphere.

Children have very good opportunities to develop their knowledge and understanding of the world and very good use is made of the local community. For example, three and four year old children went on a walk to identify and draw simple 2D mathematical shapes. They showed a very good understanding of the task, identifying circles and squares. More able children identified rectangles and also correctly identified spheres and spirals.

Pre- writing skills are being developed well through shape making in sand and on paper.

Opportunities were well used to learn about healthy eating and food from other cultures by providing a wide range of fruit and vegetables from Southall Market. Children also learn about a variety of religious and cultural beliefs through activities about religious and cultural festivals such as Christmas, Diwali and Eid.

There is a good focus on being healthy, with children eating healthy snacks, having

access to plenty of drinking water and having a well balanced meal at lunch time. Outside there is a variety of equipment for exercise but children would benefit from more opportunities to safely climb and clamber.

The opportunities of different ages to work and play together have resulted in increased confidence and the development of social skills such as sharing and taking turns.

Children with learning difficulties and those learning English as an additional language are fully included in all activities by skilled staff, many of whom are multi-lingual.

The breakfast club and after-school club, which are in a separate building offer children of school age healthy food options and opportunities to socialise and engage in a variety of educational activities.

## 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

<b>How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?</b>	2
How well does the provision promote inclusive practice?	1
The capacity of the provision to maintain continuous improvement.	2

### Leadership and management

<b>How effectively is provision in the Early Years Foundation Stage led and managed?</b>	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?	1

### Quality and standards

<b>How effectively are children in the Early Years Foundation Stage helped to learn and develop?</b>	2
<b>How effectively is the welfare of children in the Early Years Foundation Stage promoted?</b>	1
How well are children helped to stay safe?	1
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 compulsory part of the Childcare Register are: Met

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