

# Leys Children's Centre

Inspection report for early years provision

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**Unique reference number** EY388186  
**Inspection date** 18/08/2009  
**Inspector** Caroline Preston

**Setting address** Leys Avenue, Dagenham, London, RM10 9YR

**Telephone number** 0207 834 8679  
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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

Leys Children's Centre is one of many nurseries run by Westminster Children's Society. It opened in 2009 and operates from Leys Children's Centre which is a purpose built building. It is situated in Dagenham in the London borough of Barking and Dagenham. A maximum of 50 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 all year. The nursery also runs a holiday play scheme during the holidays for up to seven children under eight years. Access to the provision is through the children's centre which has easy and safe access. All children share access to a secure enclosed outdoor play area. There are currently 11 children aged six months to under five years on roll. Of these two receive funding for early education. Children come from a wide catchment area. The nursery currently supports a number of children with a number of children who speak English as an additional language. The nursery employs seven members of staff. Of these, all hold appropriate early years qualifications. The setting is registered on the Early Years Register and compulsory part of the Childcare Register.

## Overall effectiveness of the early years provision

Overall the quality of the provision is good. Each child's progress is monitored and recorded to ensure that their welfare and learning needs are met. Children are safe and secure at all times and enjoy frequent use of the outdoor garden. Effective partnership with parents supports children's individual needs and future progress. Self-evaluation identifies areas for improvement there fore supports 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:

- develop new ways of promoting children's understanding of the wider world.

## The leadership and management of the early years provision

Children are safe as good steps are in place both inside and outside the nursery. Regular risk assessments identify any possible hazards. Secure security all around the nursery includes Closed Circuit Television (CCTV) and an intercom system. All accidents and administration of medicines are recorded accurately. Staff undergo training in child protection and a well written policy in safeguarding helps to support the welfare of children. All staff have undergone suitability checks and are trained to level two and/or three in childcare. Children are supervised well and have constant daily use to the outdoor area which supports their health and learning opportunities. Children learn about safety through behaviour rules and discussing dangers of broken equipment. Children learn about health and well-being as they wash their hands in the well equipped bathrooms and use tissues

independently to wipe their noses. Children's individual needs are met as inclusive practice is promoted through access to resources, learning materials and through the environment. However, children have some missed opportunities to learn more about the world they live in and the differences people have. Children's individual needs are met as staff monitor their progress well. The nursery strives for improvement by undertaking self-assessment, identifying both strengths and weaknesses. This supports the care and education of the children. Effective partnership with parents helps to meet the needs of children, parents speak to staff daily and parents meetings are arranged. Children's learning journey books and home link books inform both staff and parents about the child's needs and promotes strong relationships with parents. Parents are given very detailed information every three months about their child's progress and achievements, this also includes photographs of children playing and learning. Parents are encouraged to share what they know about their child, when they start attending the nursery. The nursery also has links with schools that children will be attending therefore this promotes integration of care and education with extended services.

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

Children learn and develop well and are supported by staff through good use of questioning and interaction. Children have access to a varied range of play resources that helps them progress along the early learning goals. Children are interested and excited as they develop physical skills by riding the bikes. They move with ease outside in the garden and have access to a good range of large play resources. They handle tools such as paintbrushes, pens and pencils skilfully. Children have formed secure relationships with each other and play well together, they behave well and understand right from wrong. Children attempt writing by making shapes in the sand, they handle books and listen to stories and enjoy singing nursery rhymes. Children begin to say and use numbers during board games and number songs. They learn about the wider world when identifying and looking at butterflies in the garden and when planting bulbs. Children are creative whilst cooking and tasting different foods and when cutting and sticking different materials. They enjoy dressing up and pretend play. They enjoy feet printing and building small construction. Children are able to discuss with staff their interests at regular meetings which are then carried forward in the daily planning. Therefore children are very much part of their own learning, they are creative and independent and enjoy their time at the nursery. Regular observations and assessments support children's progress and learning along the early learning goals.

## 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?	2
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?	2

### 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>	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 compulsory part of the Childcare Register are:

Met