

# Childspace

Inspection report for early years provision

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**Unique reference number** 144094  
**Inspection date** 07/07/2009  
**Inspector** Janet Sharon Williams

**Setting address** Cressingham Gardens, Community Centre, Tulse Hill,  
Brixton, London, SW2 2QG  
**Telephone number** 0208 6748814  
**Email** lindsay845@hotmail.co.uk  
**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**

Childspace is run by a voluntary parent cooperative committee. It opened in 1990 and operates from the community centre hall, situated in a residential estate within the London borough of Lambeth. A maximum of 10 children may attend the crèche at any one time. The crèche is open Monday, Tuesday and Thursday from 09:00 to 14:00 for 47 weeks of the year. All children share access to a secure, enclosed, outdoor play area.

There are currently 10 children aged from one year to under three years on roll. Children come from the local community, as their parents form the management committee and are parent workers in the crèche on a rota basis. The setting currently supports a number of children who speak English as an additional language.

The crèche employs a manager who has an appropriate early years qualification. Childspace is registered on the Early Years Register.

## **Overall effectiveness of the early years provision**

Overall the quality of the provision is good. Children have access to a balance range of play materials and the organisation of the provision covers all areas of learning. Parents are involved daily in the running of the group which contribute to promoting inclusive practice and assist with supporting children who speak English as an additional language. There are clear systems in place for evaluating strengths and weaknesses to ensure that they are addressed effectively and that it reflects in the quality of care and learning provided.

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

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

- improve standard of cleanliness to the floor
- improve developing an effective system to support children whom speak English as an additional language
- provide a range of toys and play materials to promote positive anti-discriminatory practice.

## **The leadership and management of the early years provision**

Effective plans are in place to focus on promoting children's learning and development. Children's daily routine includes indoor and outdoor play providing some challenging and enjoyable play. Long and short term plans include the six areas of learning and ensure that they meet with the children's individual needs. Observation and assessment arrangements are regularly kept up to date which are used to move children forward in their stages of development. These are readily

available to share with parents and available for when children move onto another early years setting or school.

All mandatory policies and procedures are in place which include information on promoting children's welfare and learning and development. There is clear evidence that staff and parents work closely together. All parents are encouraged to actively be involved with the day to day running of the crèche, frequently participate and organise activities for the children. They are also responsible for the preparation and cooking of children's meals. As part of registration and admission process, parents are asked to complete an enhance Criminal Records Bureau check. This is to protect children and to ensure that all persons involved/working with the children are suitable. Promoting positive inclusive practice is being reviewed in the group's practice through addressing areas of recommendations addressed at the last inspection, to ensure that it reflects in the quality of children's welfare and education. Staff and parents working together are aware that some children may have learning difficulties and/or disabilities. To ensure that children with specific needs are supported, they are prepared to work with other professional agencies to support the children's well-being.

Staff are aware of the procedure where they have concern that a child may be at risk. Children's safety continues to be promoted through daily risk assessments being carried out both indoors and out, although, staff and parents work together, to ensure that the premises and equipment are kept clean. The floor surface is very dirty and staff and parents are working together to make improvements to the setting.

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

Overall, the provision enables children to develop their self-esteem, confidence and independence. They are happy and settled and enjoy their time at the crèche. The organisation of the provision allows for children to have access to a full range of opportunities. Their day includes time indoors and out, where they are able to explore their environment, for example, no matter the weather, older and younger children are able to play outdoors, learn to appreciate the rain through putting on Wellington boots, splashing around in the rain and enjoying the wet weather. Children also benefit through trips to the local park, run freely in the open space and make use of the outdoor play area on site, where they make use of the climbing apparatus and develop their large motor skills.

Younger children are learning to speak. They communicate with each other mainly using singular words and short sentences. They enjoy story time and listen attentively. However, where children speak English as an additional language few opportunities are available to effectively challenge and promote their communication and language skills. Some children can count up to 10. Staff and parents working with the children take time to assist them with their competence in numeracy and problem solving. Children take pleasure in completing puzzles and move on to more challenging ones. They also enjoy art and craft, cutting and sticking. There is clear evidence that they frequently have many opportunities to participate in a range of creativity using their imaginative skills. The equipped

home corner allows for children to pretend play with toy crockery, cutlery and access dolls that reflect diversity which contributes to developing their awareness about different cultures and race. However, there are few resources to develop their understanding of positive anti-discriminatory practice and toys to raise their knowledge about disabilities.

Children frequently learn about keeping themselves safe, they know areas within the setting they are not allow to access. Daily routines include children learning about hygiene habits, such as washing hands before meals and after using the toilet. Meals and snacks provided are balanced and nutritious. Throughout the day children are also able to help themselves to fresh drinking water.

## 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?	3
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?	3
How well are children helped develop skills that will contribute to their future economic well-being?	2

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