

# Copley Close Children's Centre

Inspection report for early years provision

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**Unique reference number**

EY396178

**Inspection date**

30/10/2009

**Inspector**

Maria Therese Conroy

**Setting address**

363 Copley Close (Templeman Road entrance), Hanwell,  
LONDON, W7 1QF

**Telephone number**

02085666260

**Email**

**Type of setting**

Childcare on non-domestic premises

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Royal Exchange Buildings  
St Ann's Square  
Manchester  
M2 7LA

T: 08456 404040  
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E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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## 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*.

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## **Description of the setting**

Copley Close Children's Centre is operated by Cybertots Limited. It was registered in 2009 and is situated in the Copley Close Estate, in Hanwell, in the London Borough of Ealing.

The setting operates for 51 weeks of the year from 08:00 to 18:00. It is registered for a maximum of 32 children, all of whom are in the early years age group. The setting currently has 32 children on roll, all of whom are in the early years age group. The childcare provision is open to children and families from the local community. The building has a ramp to enable wheelchair users access the premises.

The setting employs 11 staff, all of whom hold a relevant childcare qualification; in addition an area manager is employed to work with the owner to oversee the setting in relation to promoting quality of care and education.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

The nursery is effective in meeting the needs of the children who attend, because they have a good overall understanding of their individual needs in relation to care and development. Children are fully safeguarded due to the staff's secure knowledge and understanding of the effective procedures in place for their health and safety. The setting has made an effective start in forging good links with parents to involve them in their children's care and education, which gives them a sense of belonging. Senior managers lead and encourage a culture of reflective practice, self-evaluation and informed discussion to identify areas for improvement that will improve the quality of the provision for children. They have an accurate understanding of the strengths and weaknesses of the provision and have taken effective steps to make improvements to the quality of care and education provided.

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

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

- review the procedure to be followed in the event of a serious accident to include the informing of the Local Safeguarding Authority of any serious accident or injury
- ensure that staff take every opportunity to promote learning during the daily routine and through the activities provided throughout the nursery
- continue to develop the use of the systems in place for observations and implement the procedure developed for monitoring the progress of individual children

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

The senior management team consistently communicate high expectations to staff and act as positive role models for the staff team. They have enthusiasm and drive, which has a positive effect on the staff team. Systems are in place for monitoring practice, which they have begun to implement. The majority of documentation is up to date and effective policies and procedures are in place, which supports the smooth running of the service; although the procedure for serious accidents does not contain all the necessary information. The setting is keen to improve the quality of the provision and do so by working effectively with local authority early years professionals.

The setting is well resourced and the environment is conducive to learning. Great thought has been given to the organisation of the different areas of learning, both indoors and outdoors. For example in the construction area there are photos of different places of worship, which give children ideas for their own designs; there are laminated words displayed at low level, all of which link to design and construction, encouraging children to extend their vocabulary and learn new words.

All staff work well together as a team ensuring that all groups of children have the opportunity to achieve as well as they can. Staff have a good knowledge of each child's background and their needs. They make the most of diversity to help children understand society by celebrating festivals and involving the parents, carers and siblings. Systems are in place to monitor different groups of children's progress; however these have yet to be implemented due to the fact the setting has only been under new management for a short period of time. Staff work in partnership with other agencies and professionals so that all children have the best opportunities ensuring that the main focus is the continuity of care and support of children's developmental progress.

The setting is beginning to establish a positive relationship with parents and carers. They ask parents for their views in the form of detailed questionnaires and include them and their families in their celebrations and daily activities. Effective systems are in place for keeping parents informed of their child's progress and daily care, in addition regular newsletters keep them up to date with the general activities within the nursery and any changes to staffing, such as when new staff joins.

Robust steps are taken to safeguard children including vetting procedures for all the adults who work with the children. The setting undertakes regular risk assessments, to help eliminate risk and keep children safe. The senior management of the setting strive for continuous improvement; strengths and weakness are clearly identified and detailed action plans are in place to plan for future development.

## **The quality and standards of the early years provision and outcomes for children**

The setting provides a safe and secure environment, which enables children to make progress in their development and encourages parents and carers to participate in their children's education and care. All children are provided with an environment that promotes free flow indoor/outdoor play promoting the Early Years Foundation Stage (EYFS) curriculum. Very young children make choices of where they play, due to the free flow environment; they use the crayons stored outdoors in a low level hanging basket to mark make on paper attached to the wall; they enjoy bouncing on a low level trampoline; and babies explore tactile materials such as wooden musical instruments, supported by staff.

Staff are secure in their knowledge of the EYFS and they undertake observations for individual children, which enables them to plan activities to meet the developmental needs of each child. The setting are in the process of beginning to use the information obtained from observations to link to the systems for monitoring children's progress. Staff ask open ended questions encouraging children to think for themselves, however on occasions they do not make full use of the activities and routines to promote learning.

Pre-school children also make independent choices about what they want to do. The activities are planned, however there is always flexibility to allow for children's interests; for example, one child asks to make biscuits, a member of staff takes him to find recipe books, from which he chooses the type of biscuit he wishes to make. Once cooked, his friends help him to ice the biscuits.

The setting constantly reappraises both the environment and the activities to which children are being exposed and makes necessary adjustments as required. For example, children who have difficulty with verbal communication are supported in being part of the daily activities and making their needs known through the use of pictures to support language; a picture showing hand washing indicating it is time for that task to be undertaken.

Children are learning to keep themselves safe as they talk about the use of holding their knives properly at lunch time, and they also have visits from the police and fire service. They talk about what they would do if there were a fire in the nursery and take part in fire drills regularly. Children with English as an additional language are supported in understanding these discussions with the use of pictures, signs and demonstrations. Children are developing a positive attitude to a healthy lifestyle; they brush their teeth after meal times and have visits from the hygienist. All children have free access to outdoor space with a range of play materials to encourage their physical development.

Children are well behaved, because they are actively engaged in meaningful activities. They are consistently praised by the staff both verbally and through the use of visual schemes such as the 'helping hands' scheme. By which staff award children a paper hand, which is displayed on the board with the reason they have received it, such as helping to tidy up. Staff act as positive role models, they

demonstrate appropriate ways to speak when talking to each other. Children's work is displayed around the building promoting children's self-esteem. Babies are reassured by staff as they speak in a gentle manner to them, they are given cuddles throughout the day and are appropriately held while being bottle fed.

Children are learning all the skills they require for later in life, they play well and work alongside their peers successfully learning to understand how to resolve situations by themselves. They are curious learners due to the well organised environment. Babies are confident as they actively explore their surroundings with curiosity and interest.

## 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*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	2
The capacity of the provision to maintain continuous improvement	2

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	2
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	2

### The quality of the provision in the Early Years Foundation Stage

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	2
The extent to which children achieve and enjoy their learning	2
The extent to which children feel safe	2
The extent to which children adopt healthy lifestyles	2
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	2

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