

1a Children's Centre

Inspection report for early years provision

Unique reference number EY351434
Inspection date 08/10/2009
Inspector Lynn Palumbo

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Type of setting Childcare on non-domestic premises

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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*.

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.

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Description of the setting

The 1a Children's Centre was registered in 2007. It is based in the London Borough of Camden, close to local amenities. The setting is part of Camden local authority and the Integrated Early Years Service. The nursery is open each weekday from 08:00-18:00, for 50 weeks of the year, and closed on bank holidays.

A maximum of 45 children from four months to under eight years may attend the setting at any one time; there are currently 29 children on roll. The nursery supports children with learning difficulties, disabilities and also English as an additional language. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The nursery operates from the first and third floor. There are two outdoor play areas situated on the first and third floors. The facilities are suitable for those that have a disability and a lift is available for easy access to all floors.

There are 19 members of staff, four of whom hold NNEB qualifications and four of whom hold NVQ level three qualifications. One staff member is working towards NVQ level two. One member of staff holds a Certificate in Education. The manager holds an early years certificate in childcare and early years childcare diploma

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team support children's learning well and they are making good progress in their development. They meet the individual needs of the children by the high quality provision they offer and by working positively with their parents. They support children with learning difficulties and disabilities by providing a well resourced sensory room. The management team have the capacity to self-evaluate the practice with children and strives towards constant improvement for their benefit.

What steps need to be taken to improve provision further?

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

- improve the record or risk assessments so that it includes information on who conducted it, date of review and any action taken following a review or incident (Safeguarding and promoting children's welfare) 16/10/2009

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

- update the outings risk assessment to include a review of hazards to ensure children are consistently safeguarded.
- improve the details on the registers to include all departure times to ensure children's hours of attendance are accurately recorded

The effectiveness of leadership and management of the early years provision

The Manager has a secure understanding of child protection procedures and knows where to make referrals. She has ensured all staff working on the premises are vetted and suitable to be around the children. Designated staff are responsible for child protection, children with learning difficulties and/or disabilities and fire safety. The manager has good records of risk assessments in place for all areas of the provision and outings. However, the record of risk assessments for the provision does not include all required details, such as when the risk will be reviewed and any action taken following these reviews. This is a breach of regulation. In addition, reviews are not incorporated into the outings risk assessments. This does not ensure any potential hazards are promptly identified and minimised. Although registers are in place details such as departure times are not always accurately recorded. A range of policies, including equal opportunities are in place and shared with parents to ensure they are aware of the children's centre's professional responsibility.

Management and staff effectively use the space available taking into account the limitations within some areas of the building. To meet the needs of the children, they regularly change the wide-ranging resources and children can access freely. The outdoor play area is organised so children have optimum opportunities to develop physically within a creative environment. The sensory room provides children of all abilities an exciting opportunity to experience a variety of sights, sounds, textures and movements. Children are provided with an appropriate range of resources to foster an awareness of diversity in society.

The manager has various systems in place to self-evaluate, staff and parents views are considered and she has identified some areas for development. For example, she is keen to fully implement the new key person handbook to further enhance the tracking of children's learning and development. Additionally, she would like children's views included in the self-evaluation process.

Partnership with parents is good. Parents can receive a home visit before their children start at the centre. This ensures children settle well into their group. The early years staff communicate with parents at the beginning and end of each session informing them about their child's routine. Parents are invited to view their children's profile. Early years staff support and encourage parents to complete learning stories. This ensures they become involved with the children's learning and development. The nursery has close links with other early years providers and schools and holds inset days to ensure staff are consistently trained with new information.

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

The early years staff have a strong understanding of the learning and development requirements. They observe the children's individual learning and record their development in their profile folders. Observations are consistently recorded for all areas of learning and next steps are identified in the majority of observations. Staff utilise the information they have obtained from concise observations to challenge and extend children's learning as they play.

Children arrive at the children's centre happily and separate from their main carers well. Effective settling procedures, such as additional reassurance and distraction, enable new children to settle into the setting well.

Babies are encouraged to develop new skills as the early years staff encourages them to use their muscles to crawl through a tunnel towards them. They are praised for their achievements which in turn boosts their self-esteem and confidence. They develop pre-writing skills as they use chalk to make marks on coloured paper. Babies explore coloured paints and textures through body painting. In addition, they interact well to known nursery songs. Babies have very good opportunities to develop physically. They explore the garden area with excitement, taking turns to jump on the trampoline and balance on different resources. In addition, they climb the steps of a slide and become increasingly confident to climb on the activity frame.

Toddlers develop their creative skills well; as they drip coloured paint and glue onto paper. They paint their hands and discuss the cold feeling and slippery texture. Toddlers have good opportunities to develop their physical skills as they explore space and movement, for example, they imaginatively climb the activity frame, push hoops and ride bikes. In addition, they take turns push each other using a buggy, which enhances their team working skills. Outside, toddlers sit in a tent and relax with their friends. They have access to a range of books and talk to each other about what they see in the pictures. Toddlers spontaneously help keep the environment clean by washing tables and chairs after lunch. Toddlers are developing good communication skills. They talk animatedly about a range of subjects, such as tall cranes and builders as they see the nearby building works.

Pre-school children develop their problem solving, numeracy and reasoning skills well as they learn about similarities in groups, count and measure objects with tapes. They learn to make two and three dimensional shapes when playing with interlocking cubes. They make good use of the information and communication technology equipment, for instance, they use the mouse competently and know how to use a digital camera. Pre-school children understand how to care for plants as they have their own area of responsibility in the garden. They bring their own culture into the setting as they discuss fasting during Ramadan and patterns of henna tattoos. Pre-school children develop creatively as they take part in musical play sessions and move their bodies to the rhythm of the music. In addition, they have opportunities to sing a variety of songs and nursery rhymes during carpet time. Pre-school children learn to recognise and write their name. This helps them

during the transition stage to school.

Overall there are effective measures within the setting to ensure that all children play safely. However, at times toddlers are reminded of the dangers of swinging toys in the air. Children enjoy playing together and have a mutual respect for each other. They work very well as a team and help tidy toys. Children are learning to be healthy, they independently wash their hands and dry them on disposable paper towels; babies are supported well. They enjoy healthy nutritious meals and snacks; vegetarian meals are also provided. All children and babies regularly receive water and milk throughout the day and staff ensure that children have access to drinks when playing in the garden. Those with allergies receive appropriate alternatives.

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

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

The effectiveness of leadership and management of the early years provision

How effectively is the Early Years Foundation Stage led and managed?	2
The effectiveness of leadership and management in embedding ambition and driving improvement	2
The effectiveness with which the setting deploys resources	1
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

Outcomes for children in the Early Years Foundation Stage	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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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