

Prince of Wales Primary School Children's Centre

Inspection report for early years provision

Unique reference number	EY386307
Inspection date	15/10/2009
Inspector	Carolyn Mary Hasler
Setting address	Prince of Wales Junior & Infant School, Salisbury Road, ENFIELD, Middlesex, EN3 6HG
Telephone number	01992 762840
Email	office@princeofwales.enfield.sch.uk
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

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

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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).

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Prince of Wales Primary School Children's Centre has been open since May 2009 and operates from four play rooms with additional staffing and toileting facilities in a purpose built building on the site of Prince of Wales Primary School. It is situated in the London borough of Enfield. A maximum of 62 children may attend the nursery at any one time. The nursery is open each weekday from 8.00am to 6.00pm, 48 weeks of the year. There is good access to the building. All children have access to a secure enclosed outdoor play area.

There are currently 33 children in the early years age range on roll. Of these, seven receive funding for early years education. Children come from a wide catchment area. There are currently no children with special educational needs and/or disabilities but they are supporting children who speak English as an additional language.

The nursery employs 10 members of staff including the manager. Of these, nine hold appropriate early years qualifications and one is working towards an early years qualification.

The setting is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are making good progress towards independent learning through the enabling environment which has been offered. Good communication with parents ensures staff have the information they need to base care arrangements on. They are enthusiastic and competent in the service they deliver and this is reflected in the outcomes for children. This is the setting's first inspection since registration. The leadership team understand the importance of developing the service over a period of time and this process is beginning through the ironing out of teething problems. However, evidence of this is limited.

What steps need to be taken to improve provision further?

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

- continue to develop systems and routines to combat cross contamination issues
- develop systems to monitor the effectiveness of the service through regular quality checks and assessment, to clearly identify targets for further improvement.

The effectiveness of leadership and management of the early years provision

Members of staff are knowledgeable about the different areas of abuse and their signs and symptoms. They are aware of their responsibilities towards safeguarding children which include recording and reporting their concerns. Staff are committed to maintaining confidentiality appropriately. Policies and procedures are in place, these include safeguarding, safe recruitment and whistle blowing. All staff members are appropriately checked by the Criminal Records Bureau and are suitable people to have contact with children.

The leadership and management team have a clear vision for the future of the service they offer. They are focused on helping children achieve good progress in their learning and development. In order to achieve this, they have employed a high level of staff who have achieved Level 3 childcare qualifications and they support staff's continuing personal improvement. The staff team have had limited time to build working relationships with each other, and become established, and recognise this takes time to embed. They have not yet established systems to identify strengths and weaknesses and monitor improvements to the provision. Although, they understand that this is a continuing commitment to drive improvement forward.

The environment has been organised to ensure that all children can move around easily and access stations of resources for themselves. All areas of the environment are used within the course of the day. This includes the outside space which is used for physical play but also used as a natural learning resource. Play resources and nursery furniture are all new as this is a new setting. They are of good quality and well maintained, designed for the comfortable use of small children. The management team ensure that ratios are maintained in each of the rooms and members of staff understand their roles and responsibilities. All staff members have been consulted in policy and procedure development and in the planning of documentation to use within the setting. There are systems in place to ensure that staff are supported in their roles through room meetings and appraisals and have access to training in order to improve their personal development and career plans. Their enthusiasm is channelled into their delivery of the Early Years Foundation Stage curriculum and they are supported in these skills. Target setting for children is realistic and challenging. Consequently, outcomes for children are good.

Children and their parents receive a warm and welcoming reception to the setting. During initial contact, the key person begins to build a strong knowledge of individual children through discussions prior to them starting and over the settling in period. They understand the importance of collecting information on children's unique characteristics and home routines. The key person takes time to learn about each child's family background, religion, culture and abilities before they start. This provides her with a clear base line to deliver a service tailored to each child's individual needs. The setting supports children's knowledge and understanding of the society they live in through play resources, such as dressing up clothes, multicultural and different gender dolls, puzzles and books. They are

aware but not yet sufficiently focused on the different cultural festivals and celebrations which are celebrated throughout the calendar year and understand the importance of teaching children about others who are different or the same as themselves.

This nursery has access and communicates with additional support resources, such as health visitors, speech therapists and other early years services within the borough of Enfield. In addition the nursery has good links with the local schools in the area. They understand the importance of building these links. Information on individual children is shared on a regular basis and used to promote their achievement and well-being.

Parents and carers receive lots of detailed information about the service in the form of policies and procedures and general information about the setting and what it can offer them. Their permission is sought on a number of different issues which supports the care arrangements. They can access information about the curriculum through the notice boards which are situated within each of the play rooms. Feedback about each child's day is offered verbally, in the case of very young children this is backed up with a daily report. Parents are engaged with the setting in children's learning; children take home story books to encourage them to look at books with close family members. Additional learning material and activities are sent home with those who enjoy extended learning. Parents have commented that they feel welcomed into the setting and that their children have settled well. They feel informed about what is going on and find staff friendly and approachable.

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

Staff understand their role as key person and ensure there is appropriate back up systems in place should the key person not be available to support children's needs. They understand the needs of individual children within their groups. Those who work with younger children ensure that home routines are integrated into the setting and are respected. All staff members were seen to be sensitive towards the children, comforting them when distressed and engaging them in play. They are aware of children's individual developmental level and establish a clear base line and then monitor progress through observations and photographs. They are able to link these into the six areas of learning and evaluate this in order to plan the next steps for children. They understand the importance of using this information to continue learning journeys over the care period. Staff understand the properties of the resources which they set out and they plan for the needs of all the children, taking account of those who need additional support and those who are performing well. All children are encouraged to achieve and are challenged, narrowing the gap between groups. The premises is well maintained; risk assessments ensure that children play in a safe environment, boundary setting is minimised and realistic for young learners, taking account of their age and ability. There is generally good awareness of how to promote children's health. Staff ensure systems are in place to respond appropriately when a child is ill or has sustained an injury, ensuring that the comfort of the child is their first priority.

However, more effective systems are needed in the baby room to improve some hygiene practices such as hand washing and dummies.

All children are making good use of their time at the setting; they are enthusiastic to learn and eager to explore the environment using all of their senses within their play. They are increasingly becoming independent learners, seeking and engaging in activities which are achievable but also which interest them and offer them challenge. They show good attitudes towards learning new skills, are lively and active within the learning environment. They are making good progress towards the desired outcomes.

All children are building trusting relationships with their key person and with other familiar members of staff who they have contact with. Key people are skilled in listening to children's verbal and non-verbal communications, this helps to determine children's feelings and respond to their needs. Younger children play within easy sight of their key person but are also learning to be more adventurous and play independently. Whilst older children are more confident and skilled at talking about how they feel and what they want. Friendships are forming and they are learning early social skills, such as sharing equipment, playing alongside others and taking part in shared games.

Children are generally learning the skills to adopt healthy lifestyles. They all enjoy access to fresh air each day and have a variety of resources which encourage physical activeness. All children are active. Babies have varying amounts of mobility; they enjoy rolling, crawling and pulling themselves up on furniture, some are actively taking steps into toddler-hood and cruise around the room from one activity to another. Finger rhymes and hand gestures are encouraged and toddlers enjoy moving to music. They become increasingly more coordinated in their movements as they practise skills and become more daring. Older and more able children are practising rolling, catching and throwing balls. Their growing coordination allows them to become practised at balancing on old tires and riding bikes with increasing skill and managing this safely. Fine motor skills are practised within everyday activities as children become familiar with using pencils, paint brushes, scissors and other tools which encourage hand-eye coordination. They are offered healthy and nutritious snacks and meals throughout their day, this ensures that children are forming healthy eating habits. Although there is lots of encouragement to learn and be responsible for personal hygiene, such as washing hands which is part of everyday routines, it is not consistently practised throughout the day with some groups of children.

Children feel confident about their place within the setting and this helps them to seek support or manage independently according to the situation they find themselves in and their age and abilities. They contribute to the group as they increasingly understand the concept of friendships and build socially acceptable behaviour. They understand that the way they behave has consequences for themselves and for others and they are learning to be kind and gentle through planned activities, such as bathing the baby dolls and non planned activities, such as watching insects in the garden. Early morning routines means that all the children are together and this is an important time to practise these skills with their peer group. They are learning why boundaries are set, and understand that these

keep them safe, and respond positively to the staff reminders. They understand that staff will listen to their points of view and in turn are building skills in listening to others and respecting their feelings and choices.

Children are building skills which support their future learning and development and equip them for the future. Although babies have few words, they have no problems communicating and have little difficulty in letting those around them know what they want, what interests them and how they feel. Their communications are both verbal and non-verbal through gestures, body language and intonation of voice. They understand how to take part in a conversation and take turns to listen and respond. Older and more able children communicate through language, in addition signing has recently been introduced. There is language all around them. Engaging staff ensure that they introduce a variety of language into activities and children use language within their own games. They are able to recall stories or things that happened in the past and talk freely about what happens at home. Their vocabulary grows and becomes increasingly competent as they practise new words. They are becoming increasingly familiar with the letters of the alphabet, numbers and colours as these are introduced one by one and children are given time to recognise them. Activities, such as finger drawing in materials such as sand or flour, and practising holding pencils and tracing, all help children to develop the skills they will need to form letters and numbers. Named pegs and cards help them to recognise their names written down and more able children are attempting to write their own names. Counting, matching and sequencing skills are practised while playing with small world equipment, in the sand, with construction equipment and when hearing stories, such as Goldilocks and the Three Bears. Some children can count confidently to 10 and are attempting to count to 20 with some success. Staff help children to associate a 3D object with the mathematical terminology. Access to an interactive whiteboard allows children to become familiar with information and communication technology as they practise mouse skills. Learning is increasingly independent and their social skills support them working alongside others sharing learning experiences. They are curious and actively use the available environment to explore learning for themselves.

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	3

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	3
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	3
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

The quality of the provision in the Early Years Foundation Stage	2
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

