

Ethelburga Early Years

Inspection report for early years provision

Unique reference number EY289376
Inspection date 16/10/2009
Inspector Angela Ramsey

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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

Ethelburga Early Years was originally registered in 1987 under the name of Ethelburga Family Centre. It was re-registered in 2004 under the current name. It is managed by the Ethelburga Early Years Centre Management Committee. It operates from a separate baby unit and a play room plus several domestic rooms, in a single storey purpose built premises. The nursery is located on the Ethelburga Estate in the London borough of Wandsworth.

A maximum of 29 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00. Sessions are also offered from 08:00 to 13:00 and 13:00 until 18:00 for 51 weeks of the year. Children with special educational needs and disabilities and children who speak English as an additional language are supported. All children share access to a secure enclosed outdoor play area, with a separate designated area for children under two years.

There are currently 24 children aged from three months to five years on roll. The nursery employs five staff. All staff, including the manager, hold an appropriate early years qualification. The nursery is on the Early Years Register and on the voluntary and compulsory parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children's welfare and learning is successfully promoted due to staff's knowledge of each child's needs. Children are safe and secure within the setting and outdoor play space. Partnerships with parents and other agencies are significant in ensuring that the needs of all children are met, along with any additional support needed. This enables children to progress well, given their age, ability and starting points. All recommendations set at the previous inspection have been complied with.

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 current record of risk assessment to include details stating when it was carried out, by whom, date of review and any action taken following a review or incident (Suitable premises, environment & equipment) 30/10/2009

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

- increase all practitioner's knowledge and understanding of the Early Years

Foundation Stage Framework to enable practitioner's to make systematic observations and assessments of each child's achievements and interests.

- ensure the observations and assessments are used to identify learning priorities and plan relevant and motivating learning experiences for each child

The effectiveness of leadership and management of the early years provision

The arrangements to safeguard children attending the setting are in place. A comprehensive range of policies and procedures have been devised and these are shared with parents. These policies and procedures work well in practice, ensuring the efficient and safe management of the setting. Children's welfare is protected due to the systems in place for staff recruitment. Vetting procedures are robust and include not only nursery staff but also students. These systems ensure that the children are cared for by staff who are suitably qualified and who have been appropriately vetted.

Staff have attended safeguarding training. This ensures staff are aware of the procedures to follow should a concern arise about a child's welfare. Potential hazards are managed well due to the conducting of risk assessments, which serve to ensure children's safety. However, the current method of recording does not include details stating when it was carried out, by whom, date of review and any action taken following a review or incident.

The manager has clear plans for the future development of the setting. Ideas and suggestions from staff and parents are welcomed. Opportunities for members of the staff team to attend training in order to further increase their knowledge of child development and keep staff up to date with childcare initiatives are promoted.

Equality and diversity are viewed as important for all users. Resources such as puzzles, dolls and small world figures depict people of different cultures, abilities and disabilities. Children learn about each other and other cultures through books and the celebrating of festivals. Staff have a good knowledge of each child's individual background and needs. This ensures that each child receives the support needed. Therefore ensuring that inclusive practice has a beneficial impact for all children.

Positive relationships with parents have been formed. Parents are involved in their children's learning. Staff talk to parents on a daily basis and complete observations and assessments of children's progress and development. Regular newsletters and information on the parents' notice board keep them abreast of up and coming events. Parents are also provided with reports which detail their child's achievements.

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

The manager of the setting has attended the Early Years Foundation Stage (EYFS) training and cascaded her knowledge and understanding of the framework to the rest of the team. Therefore staff have formed an understanding of the EYFS framework. However, as individuals staff would benefit from attaining further knowledge of the framework.

Each child is assigned to a key person whose responsibility it is to ensure observations are completed and that these observations are used to plan for children's next steps in learning. Photographs of the children participating in different activities illustrate the range of learning opportunities provided. A system to track the children's progress has been implemented. Children's achievements are recorded and their next steps are planned for. However, the recordings of some observations are very much in their infancy and require more detail to ensure children are sufficiently challenged and their individual needs for learning are met.

Group rooms are well organised. Children aged under two years have space to move around. On carpeted areas children are able to sit and explore activity centres, musical instruments and treasure baskets that are filled with interesting items which they use their senses to explore. During story and singing sessions a member of staff uses a teddy bear which captures the children's interest. These sessions also encourage children's language skills.

Creative activities provide the opportunity for children to feel the texture of glue and materials that are smooth, fluffy and rough. Activities that enable children to explore and investigate are also provided. For example, toy animals such as foxes, badgers and squirrels are placed in a container with lentils, leaves, conkers and acorns.

Young children are also encouraged to develop their curiosity, co-ordination and physical abilities as they play outdoors. Here they move around on wheeled toys and love pushing buggies and push chairs around. This results in children being active learners.

Meal times are pleasurable occasions, children sit and really enjoy their meals. Staff are on hand to offer support to those who need it. The younger children are very vocal in letting staff know when they are ready for the next spoonful. Children have made firm attachments to their carers and readily approach staff for reassurance.

Children aged over two years are also provided with stimulating resources and activities. Children are able to be independent as they choose which activities to take part in. The room is set up in areas. A painting easel provides opportunities for children to be creative. When at the sand tray children are able to choose items that they wish to use, such as buckets, spades and moulds.

Opportunities for children to write and mark make are also provided, for example, paper, scissors, pencils, felt tip pens, and chalks are available. Role play is a firm favourite. Staff make dough and the children enjoy making 'cakes' putting them in cake cases and placing them in the 'oven' to bake.

Children effectively develop skills that will support them in the future. They use numbers in their play and during conversations. For example, they tell the inspector how old they are. Children also assist with the setting of the tables at meal times. Children calculate how many plates, cups and chairs are needed at each table.

During an activity where children are making bread a member of staff uses opportunities to encourage children to see the amount of fluid needed by using a measuring jug. Children talk about the dry and wet ingredients and using their hands mix the two together in order to form the dough. Children then each form their bread rolls. A member of staff talks to the children about the difference in shapes. Using scales children are encouraged to predict the weight of the each dough roll. Language such as heavier than and bigger than are used. Dough balls are then put in the oven and served with soup for the children's tea.

Opportunities for children to adopt healthy lifestyles are provided through their daily routines. Children enjoy the outdoor play space. Here, children have daily opportunities to enhance their physical skills as they pedal tricycles, ride scooters and climb on the climbing frame. They can also throw, kick and roll balls and play with hoops.

Further opportunities for children to adopt healthy lifestyles are encouraged as staff assist children with the planting and caring for runner beans, tomatoes and herbs which are grown in the outdoor play area. Once watered and grown the produce is used in the preparation of children's meals. Children's individual dietary requirements are catered for. Copious amounts of fresh fruit and vegetables are provided regularly.

Resources positively represent individuals from the wider community. This helps the children to develop a positive attitude and respect for each other. The children's self-esteem is fostered as they are praised by staff for their achievements. Children are well behaved as a result of the realistic boundaries and expectations of the staff. If conflicts do arise these are dealt with appropriately and consistently by the staff team. Children share and take turns, this approach contributes to developing children's skills for the future.

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	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

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