

# Norbiton Childrens Centre

Inspection report for early years provision

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**Unique reference number** EY375568  
**Inspection date** 30/11/2009  
**Inspector** Christine Stimson

**Setting address** Norbiton Childrens Centre, Dickering Lane, New Malden,  
Surrey, KT3 3RZ

**Telephone number** 02089 496 065

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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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

Norbiton Children's Centre is managed by the Royal Borough of Kingston upon Thames. It opened in June 2008 and the nursery operates from two rooms in a purpose built building within the grounds of The Mount Primary School in a residential area in New Malden Surrey. It is open each weekday from 8am to 6pm for 48 weeks of the year. All children have access to an enclosed outdoor play area.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Registers and a maximum of 17 children may attend the nursery at any one time. There are currently 12 children aged from 18 months to under three years on roll, some in part-time places. Families and members of the community have access to various other facilities within the centre including a childminder's group, a crèche and a toy library. The nursery supports a number of children who speak English as an additional language and they are able to support children with special educational needs and/or disabilities.

There are two members of staff who work at the nursery full time, with qualified agency staff attending each day to ensure child/staff ratios are met. Both of the permanent staff hold appropriate early years qualifications to National Vocational Qualification level 3 and one has achieved Early Years Professional Status. A temporary manager is in place until Jan 2010.

## The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are supported in their play by qualified staff who know them well and, as a result, children are happy and confident within the secure setting. Children are making progress towards the early learning goals, but their progress is not monitored sufficiently to help them consistently achieve their next step of development. Although relationships between parents and staff are warm and trusting, information on how children are progressing is not shared with parents. The management team have undertaken a self-evaluation of their practice and have identified areas for improvement; however some areas of documentation relating to medication have been overlooked.

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

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

- obtain prior written permission for each and every medicine from parents before any medication is given (Promoting good health)

14/12/2009

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

- review the organisation of resources to enable children to select and use activities independently, so that they can become more aware of what resources are available and make a choice in their play
- make systematic observations and assessments of each child's achievements, interests and learning style and use these to identify learning priorities and plan relevant and motivating learning experiences
- ensure effective communication between parents and practitioners is established in regard to children's starting points, sharing children's progress and development records and keeping parents informed of how children's personal needs are met

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

The nursery has policies and procedures in place to help safeguard children's welfare needs and these are understood by staff and shared with parents. Staff recruitment and vetting procedures ensure only suitable people work with children and all the staff currently in place are qualified, experienced and have knowledge of how to proceed if they have concerns about a child in their care. Regular fire drills help children learn how to leave the building quickly and safely and regular risk assessments are conducted on the premises with hazards and actions noted. The nursery obtains written permission from parents for all prescribed medication administered to their children, but do not have the same process for un-prescribed medication.

The nursery has an attractive supply of play and learning resources with most items available for children to self select. However, storage in the form of a drawer system does not encourage independence, as they are not clearly marked with images to show children what is inside.

The management of the nursery strive for improvement using self-evaluation, but do not involve staff and parents in this process. The appraisal system identifies areas where staff can be helped to develop and they are encouraged to embrace training opportunities to provide them with the skills needed to care for children. Parents are aware of the key person system and daily communication between staff and parents is conducted verbally. Information relating to how children's personal needs are met is written on a form; however, this does not include details of all aspects of welfare. Menus on the parents' notice board show the food children receive each day, but this is not always accurate because the vegetarian choice is not detailed, even though some children receive this.

The nursery promotes inclusion through their partnership with parents, children and other providers. For example, they have been pro-active in making sure difficulties some parents experience in accessing the facility have been addressed. Also staff ask parents of children who speak English as an additional language for key words to help them communicate with their children. The nursery has a form where they detail children's starting points using information obtained from

parents. However, the completion of these forms is inconsistent with some children having barely any details recorded and others having a lot of information to enable the key person to ascertain their starting points. Arrangements are in place for children to have individual activities planned for them by their key worker, based on their previous achievements. However, as no management systems are in place to monitor this, some children's next steps are not carried through. The nursery has tried to involve parents, providing them with regular newsletters and arranging for working parents to come in to have breakfast with their children before they go to work. Displays on the parents' notice board shows parents a visual chart of the Early Years Foundation Stage (EYFS), but parents are not given explanations by staff or management on how this is delivered. Parents express they are happy with the facilities offered to their children, but are concerned about continuity of care due to the employment of agency staff. However, the children's key workers have been in place a while and parents hold them in high regard.

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

Children have access to a well equipped, enclosed outdoor area and really enjoy their play whilst out there. Their physical competence is demonstrated by good hand and eye coordination during games on the horizontal xylophones. Children take part in lots of activities such as playing on wheeled vehicles to manoeuvre themselves around and have access to climbing apparatus to help develop their physical skills. Children also play with construction blocks, imaginary play items and art and craft activities whilst enjoying the fresh air. Children have planted vegetables and flowers in pots during the good weather and staff have drawn a zebra crossing outside for children to learn about keeping themselves safe. Staff make sure children access this area daily in all but the worst weathers and children enjoy this very much.

The nursery has very few children on roll at the moment and because of this children find it less overwhelming to leave their parents and carers, which they do without fuss. They benefit from arrangements for settling-in through a gradual leaving process and children are settled and happy in the care of the staff.

Planning is based on each child's interests that covers the six areas of learning, however many adult activities are planned to involve the whole group of children, with a result that some children's next steps, based on their previous achievements, are overlooked. Children have the space to move freely within the nursery and have opportunities for child-led activities during the day, with staff on hand to support learning. For example, when children are playing on their own staff ask them open questions and leave them to further explore their imaginations. Staff celebrate the festivals of others by planning art and craft activities that have relevance to these occasions, for example, making dragons for Chinese New Year. However, children lack resources that will help them with other aspects of their knowledge and understanding of the world or skills for future development, as they have limited access to programmable toys and Information Communication and Technology (ICT) equipment.

Children enjoy listening to stories because staff have made this area of the nursery a cosy place to settle and look at books. Staff engage children in conversation and children are becoming confident and articulate communicators. The exploration of creative media is planned as children use recycled material to make models, do lots of painting and take part in activities involving glue, scissors and glitter. For example, today children are making snow pictures and other Christmas pictures using shiny paper, various items to stick on their art work and lots of glitter and glue. Staff display their work and this shows children that their contributions are valued.

Children demonstrate tolerance and kindness towards each other and staff act as good role models. Children are well looked after if they become unwell because staff ratios are always in excess of requirements and permanent staff hold valid first aid certificates. Children receive healthy meals and snacks whilst they are at the nursery and for their main meals they sit at the table to eat. However this approach is not consistent, children sometimes eat their snack whilst sitting on the floor, at these times they do not benefit from the use of plates or the use of a cloth to sit on, which lowers their chances to learn healthy habits.

## 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>	3
The capacity of the provision to maintain continuous improvement	3

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

### 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>	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
The extent to which children adopt healthy lifestyles	3
The extent to which children make a positive contribution	3
The extent to which children develop skills for the future	3

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## Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as shown in the early years section 14/12/2009

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as shown in the early years section 14/12/2009