

Conewood Street Children's Centre

Inspection report for early years provision

Unique reference number

EY401289

Inspection date

27/04/2010

Inspector

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Setting address

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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

Conewood Street Children's Centre is a registered charity run by a management committee of parents. It was formerly registered as Martineau Community Nursery and moved to the new purpose built premises in 2009. It is situated in the N5 area of the London borough of Islington. The setting has three group rooms for babies, toddlers and the pre-school children, each with their own bathroom facilities. There are two enclosed outdoor play areas; one is dedicated to the babies and the larger space is shared by the toddlers and pre-school children. The setting is open each weekday from 8am to 6pm for 48 weeks a year.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 54 children in the early years age group may attend at any one time. There are currently 66 children in the early years age group on roll, some in part-time places. The setting may also make provision for children older than the early years age group which is registered on the voluntary and compulsory parts of the Childcare Register. The nursery provides funded early education for three- and four-year-olds. They also support children learning English as an additional language and children with special educational needs.

The nursery employs 17 members of staff, including the manager and deputy. Of these, 16 staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The centre promotes an inclusive environment where children's individual backgrounds are respected and valued. Staff at the setting have a very good understanding of children's individual needs and interests and consequently, their welfare and learning needs are well met. The centre is committed to continuous improvement and use effective systems for evaluating the service. Partnerships with parents are extremely well promoted as they are very involved and well informed of their child's progress at the setting. Furthermore the centre has well established partnerships with other agencies involved with individual children at the setting.

What steps need to be taken to improve provision further?

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

- enhance the systems for recording children's development to further promote parents' involvement
- ensure that the babies' outdoor area is securely risk assessed.

The effectiveness of leadership and management of the early years provision

The setting prioritises safeguarding. Staff are knowledgeable in child protection and receive regular training to increase their awareness and skills. Consequently they know how to recognise and report child protection concerns. Clear policies and procedures for safeguarding are shared and understood by staff. Furthermore excellent relationships have been developed between the setting and other safeguarding agencies which ensures that any child protection concerns are prioritised and dealt with effectively.

The setting is committed to making continuous improvements to the service and make very effective use of self-evaluation. As a result they successfully identify and secure further improvements. Staff at the setting are well supported by the management team and have good opportunities to increase their knowledge and skills through further training. They have good opportunities to meet their colleagues regularly to discuss and improve their practice. This results in good outcomes for children.

The setting has excellent relationships with parents. They are involved in decision making through their management committee role. Furthermore the setting has strong systems for involving the parents in their child's achievements, well-being and development through regular meetings and daily discussions. Parents are encouraged to participate in outings and nursery activities, such as their current topic relating to families. Parents are warmly welcomed at the setting and are encouraged to spend time with their children whenever they want to. Parents provide very positive feedback. They appreciate the family atmosphere at the setting where children of all ages have opportunities to play together. They value the commitment from the staff team who provide a service their children look forward to attending each day. They feel confident to approach the management team who are approachable, available and know their children well.

The setting promotes equality and inclusion to a high level. A secure key person system promotes children's sense of belonging at the setting. For example, staff ensure that they provide personal care, such as nappy changing, for their key children. Their secure relationships are evident when children are upset as their key person spends time reassuring them and supporting them until they are confident to participate with the other children. Staff are knowledgeable about children's families and chat to the children about them during their play. Parents regularly participate in nursery activities and are encouraged to share aspects of their cultural or religious backgrounds during celebrations. Consequently, children have a strong sense of belonging at the setting as their individual backgrounds are shared positively with both staff and children. Highly effective partnership working with other professionals ensures that children receive strong support at an early stage where needed. The setting provides secure systems for promoting children's speech and language skills. Small group sessions provide highly effective support which promotes positive outcomes for children in all areas of their learning and development.

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

Children demonstrate their sense of belonging at the setting as they excitedly arrive at the setting. They settle quickly to their chosen activities, chatting happily to the staff and their friends. They enjoy opportunities to play independently or with staff interaction. Staff promote good behaviour as they praise and encourage the children throughout the day. Children respond positively to this technique and behave well. They receive secure support if they arrive at the setting feeling unsettled. They respond well to their key person who provides reassurance and sensitivity for their feelings and successfully join the other children when they feel settled. Members of the management team provide an equally caring approach which the children respond well to. All children have opportunities to develop independence skills. During meal times older babies happily feed themselves which encourages them to eat well as they are pleased with their achievements. Older children enjoy learning to scrape their plates as they clear up after lunch. The setting is well organised and ensures that children can independently make choices from the large selection of play materials both inside and out.

Children benefit from staff's knowledge of the Early Years Foundation Stage and the clear systems followed by the team to observe and assess their development regularly. Useful information is provided by parents at the start of their placement so staff have a secure knowledge of children's abilities and progress. This helps staff plan for children's individual needs and interests. Staff meet with parents regularly to share details of children's progress towards the early learning goals. Written reports are also provided and clearly show how children are making progress in all six areas of learning. The setting has identified through self-evaluation an area of improvement for children's learning and development. They are currently developing systems to provide individual profiles for each child to further involve parents in their child's learning.

Children's learning is continued outdoors as they access a very well resourced garden. Children arrive excitedly at the setting and choose to play indoors or out. They are warmly welcomed by the staff team who encourage their participation in the well organised range of play activities. Activities are well planned according to their interests which further supports their learning. Children's interest in volcanoes was heightened during the recent volcanic episode in Iceland. As a result, staff have planned activities to continue their interest and develop their knowledge and understanding of the world. During a large creative activity in the outdoor area children talk confidently about planes being grounded as they paint large pieces of card which will create their own aeroplane. All children have opportunities to learn about the natural world as they plant seeds and bulbs outdoors. Babies receive extra support as they fill their pots with soil and staff provide simple explanations about what they are doing. Children's learning is further extended as they make sandwiches from the cress seeds they have grown. They take turns in small groups to independently butter their bread and add the cress to their sandwich. They receive good support from staff who praise and encourage them throughout the activity. Children are learning useful skills for the future as they learn to use computers and an interactive smart board. Older children demonstrate their

knowledge and share their skills as they help younger children to use the computer equipment. Children have good opportunities for developing their early writing skills. During an imaginary play session a group of older children use clip boards to write down food their friends would like to order as they pretend they are in a take-away restaurant. They confidently write letters they are familiar with and are easily able to recognise the first letters of their names on everyday items, such as keyboards. Babies and toddlers are provided with the tools needed to practise early mark making skills both indoors and out.

Children learn about keeping safe during regular emergency evacuation practices. Visitors from the local community have encouraged their awareness of staying safe during sessions with the community police officer and the road safety team. Consistent risk assessments are provided for both the premises and outings which helps ensure that children are safe from hazards. However, some safety measures have not been fully assessed in the outdoor area for babies.

Children's health and well-being are very well promoted. They are cared for in a clean and hygienic environment and are developing a successful understanding of healthy living. They take part in good hygiene routines before meals and cooking activities as staff provide clear explanations about why hand washing is important. Older children are learning to wipe their noses independently when needed as they easily access tissues. The good organisation of the setting ensures that children can access the outdoor environment each day. Children are active and eagerly participate in the wide range of activities outdoors. Consequently they have developed an appetite at lunch time and eat well. Menus are well planned and the meals are freshly cooked on the premises. Staff are well informed of their dietary needs which further promotes their good health. Children are confidently developing physical skills during organised activities. During their weekly tennis coaching sessions they learn skills according to their abilities. This ensures that younger children are also able to be involved as they learn basic hand to eye ball coordination skills. Babies are developing useful physical skills in their outdoor area as they enjoy opportunities to bounce, crawl, cruise and walk.

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	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	2
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
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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	1
The extent to which children make a positive contribution	2
The extent to which children develop skills for the future	1

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