

The Children's Centre

Inspection report for early years provision

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Inspector

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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 Children's Centre opened in 2005. It is run by an established provider, Bright Horizons. It operates from the ground floor of Goldman Sachs in the City of London. The centre provides backup child care for parents employed by Goldman Sachs. The centre is open each weekday from 7am to 6.15 pm all year round. Holiday provision is provided for children aged up to 12 years.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. A maximum of 45 children may attend the setting at any one time. There are currently 1045 children on roll in the early years age range. There are currently 176 children on roll for the holiday provision. The setting supports children who are learning English as an additional language and children with special educational needs. The nursery employs eight members of staff who work with the children, of whom six are qualified and one is working towards a qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The setting provides exceptionally high quality care and education for children. The exemplary organisation of routines helps babies and children to gain a strong sense of security. The setting successfully provides a service that is inclusive to all families and effectively helps children to appreciate the society in which they live. Children are fully safeguarded and the clear policies and procedures underpin the aims of the setting. The setting is committed to monitoring and evaluating their service, therefore providing ongoing improvement. Exceptional systems are in place for communicating and involving parents, which provide strong partnerships.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- enhance plans for outdoor play to include the learning intentions

The effectiveness of leadership and management of the early years provision

Children are fully safeguarded as all staff receive regular training and are well informed about their responsibilities for protecting children. Furthermore the setting's comprehensive policies and procedures provide clear guidance so any concerns are prioritised and dealt with effectively. New staff at the setting receive a thorough induction and are successfully integrated into the staff team. Adults consistently give high priority to safeguarding children. Staff with responsibility for safety at the setting are confident and knowledgeable about their role. They clearly

explain their procedure for keeping children safe on outings, including systems for risk assessing and planning a safe route. The excellent deployment of staff at the setting further protects children's safety and provides significant support for each child.

Management have high aspirations for quality through ongoing improvement. They are exceptionally successful in inspiring the staff team to maintain high standards and continuous improvement. Previous recommendations from the last inspection have been addressed and clear systems for self-evaluation are maintained. The well organised structures for meetings with the staff team ensure that they are updated with changes and new initiatives. For instance, organised discussions regularly take place to support their ongoing improvements for equality and inclusion. Consequently outcomes for children's well-being and achievement are exceptionally high.

Staff provide a highly stimulating and welcoming environment for children. They have a comprehensive understanding of the Early Years Foundation Stage and as a result provide children with an imaginative and flexible curriculum which cover the six areas of learning. Individual planning is provided for each child following careful observation and assessment of their abilities and interests. For instance, when children excitedly talk about their journey to the nursery using local transport, an activity is planned for them to visit the transport museum. Consequently children enjoy learning as activities are tailored to their individual interests. A variety of outings are arranged each day and children benefit from fresh air and physical exercise. However, plans containing the learning intentions for outings have not been fully developed. Portfolios of children's progress are very well organised, assessments and photographs illustrate how they are making progress towards the early learning goals. These are easily accessible for parents and children and include suggestions for parents to continue their learning at home. Furthermore staff are forming very strong links with other settings delivering the EYFS and provide supportive systems for children starting other settings.

The setting has highly successful relationships with parents and carers. Excellent systems are in place so that staff are very well informed of children's individual needs for each session they attend. This ensures that all children's needs are met to a high standard. Suggestions made by parents are taken seriously and used to enhance the setting and improve outcomes for children. Parents are very well informed of their child's daily achievements. For instance, staff take time to provide details of how children have settled and the activities they were involved in. Furthermore, if children are unsettled at the beginning of the session staff email photographs to show parents they are happy and involved in activities later in the day. This provides reassurance to parents that their children are happy and secure. Parents are warmly welcomed to the setting and are encouraged to spend time there. Children are delighted when their parents pop in to see them and benefit as they become involved in their enjoyment and learning. For instance, some parents enjoy sharing stories together or settling their children to sleep. This highly inclusive system of involvement also promotes a productive relationship with staff. Consequently parents are well informed of their child's progress and involved in their learning and development. Parents provide extremely positive feedback about the setting. They value the staff and the good work they do. They appreciate

photographs they receive during the day showing their children are happy and involved. They are delighted with the open-door policy where they can pop in to see their children at any time and love having their child at their place of work.

The setting successfully provides a service that is inclusive to all families and effectively helps children to appreciate the society in which they live. The highly effective key person system ensures that children develop a strong sense of belonging and security at the setting. This is evident as babies recognise their key person and smile at them. Staff are very knowledgeable about all children's backgrounds and promote these very well. Consequently children learn they are special as their interests and home life are valued and integrated into their environment. For example, children learning English receive significant support in their home language. This is particularly effective where staff share their home language. Furthermore this becomes an enjoyable experience for the setting as a whole, as children and staff learn to appreciate and acquire skills in a new language.

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

All children show a strong sense of security and feel safe within the setting, as a result of the exceptional organisation. The secure and personalised settling-in routines ensure that children develop a strong bond with their key person and other staff at the setting. Consequently children are very happy and well behaved as their individual needs are exceedingly well met. Staff are very aware that some children take time to become involved in the routine after their nap. Children are able to take all the time they need as they sit with staff who reassure them and acknowledge their feelings. Gradually children gain confidence and become involved in activities they are interested in. Staff devote time to babies where they are fully focused on their needs. Babies are beginning to develop excellent early skills and are exploring their environment with great interest as they become active and inquisitive learners. They are developing their senses and physical skills as they access an excellent range of natural play materials. Children learn they are special as staff acknowledge their interests and home life. Babies demonstrate delight as their attention is drawn to photos of their families, which are displayed at their level.

The high quality and exemplary organisation of routines help babies and young children to gain an exceptionally strong sense of security. Even very young children show a mature response to taking responsibility about their own and other's safety. For example, they carefully ensure the gate to the baby area is closed as they leave. Children take part in regular emergency evacuation practises which further promotes their sense of feeling safe at the setting. They demonstrate exceptionally good behaviour as they receive very good support from staff. Children are praised and encouraged throughout the day and their individual needs are met.

Children enjoy sharing stories and their emerging language skills are very well promoted. Their environment is very welcoming and organised into areas of

learning. Consequently children are able to easily access interesting activities that support their progress towards the early learning goals. For example, activities for mark making, problem solving, exploring art and role play are available for children to explore. Children benefit from spontaneous learning opportunities. For instance, as they share fruit together, staff take this opportunity to further their knowledge and understanding as they ask questions about how the fruits taste and provide them with useful words to develop their language. As a result learning is relaxed and fun.

Children's good health is exceptionally well promoted as they learn the importance of following good personal hygiene routines. They benefit from well planned menus which are balanced and nutritious. At meal times they happily learn to serve themselves, including the healthy selection of vegetables. Babies and young children are extremely content and settled because their individual health, physical and dietary needs are met to an exceptional standard. Babies are provided with consistent support at meal times due to the excellent organisation which ensures they eat with their key person. Consequently children are happy and settled as their needs are met by their special person who knows them well.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

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

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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
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

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