

# Rosendale Children's Centre

Inspection report for early years provision

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**Unique reference number** EY385428  
**Inspection date** 24/03/2010  
**Inspector** Rebecca Hurst

**Setting address** Rosendale Primary School, Rosendale Road, LONDON,  
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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*.

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## **Description of the setting**

The Rosendale Children's Centre is situated in West Norwood within walking distance of a main line station and other public transport. The centre is located within the grounds of Rosendale Primary School. The local authority is Lambeth. The centre has two play rooms providing separate areas for younger and older children. All areas have suitable wash and toilet facilities. There is also a kitchen, utility room, office and a staff room. Children have access to an outdoor play area.

The Children's Centre is registered to care for 38 children from 0 to under 5 years. There are currently 40 children on roll. The setting welcomes children who have learning difficulties or disabilities and children who are learning English as an additional language. The Children's Centre is registered on the Early years Register.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The excellent knowledge of each child's individual needs ensures that the staff promote all aspects of the children's welfare and learning with great success. The children are safe and secure at all times in the care of the nursery staff and they enjoy learning about their local area and the world around them. The partnership with parents is a key strength and this helps to contribute significantly that the needs of all of the children are being met. Children are making excellent progress, given their age, ability and their starting points. Regular self-evaluation by the staff ensures that any priorities for future development are promptly identified and acted upon, which results in a service that is responsive to the needs of the parents.

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

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

- further enhance children's independence skills at meal times

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

Safeguarding children is paramount to all the staff at the setting. Comprehensive policies and procedures are in place to protect the children from harm and neglect. All the staff have thorough knowledge and understanding of child protection issues and the steps to follow against an allegation of abuse made towards the staff and to protect the children against harm and neglect. Full risk assessments are carried out on the setting and for outings. Any actions are recorded and reassessed to ensure that the children are fully protected from harm.

Well thought out emergency evacuation procedures are in place which keep the children safe in an emergency and that are carried out on a regular basis. These are carried out in conjunction with the school. All adults in the setting have full Criminal Records Bureau checks recorded, this information is stored in a central location with all of the school records. All of the staff ensure children are protected from all adults who enter the premises and that they are not left alone with them. As a result of these procedures that are in place, children are thoroughly protected from harm.

Children and babies learn about diversity and equality by informative and educational activities arranged by knowledgeable staff. The children and babies enjoy learning about different festivals and celebrations from around the world. The staff teach the children about Chinese New Year, Easter, Christmas, Diwali and other festivals. The staff make excellent use of the information on the children's registration forms and ask parents and staff to come in and teach the children about their festivals they celebrate at home. Children's and the babies' learning of independent skills are enhanced through the careful placement of resources and activities around the setting to allow for self selection.

All staff are driven to improve their knowledge and understanding of child care practice through further training opportunities. The staff encourage all parents to have an active voice in the setting and these are included in the self-evaluation process. The manager is proactive, with the staff, to enhance the activities and the provision by continually self-evaluating their practise. As a result, the nursery is responsive to all of its users.

The staff have excellent partnership with the parents of the children and babies and with outside agencies. The staff share all of their observations and portfolios of the children with the parents through regular meetings with the parents. The staff complete comprehensive files on the children which allows the parents to see the clear progress they are making. The parents receive detailed daily feedback about the day the children and babies have had. Parents receive an abundance of information when they start and throughout their time at the setting. The staff ensure parents are kept informed throughout, the time their child spends at the setting. This builds extremely effective bonds and children benefit greatly from this. Staff have a very good working relationship with the Special Educational Needs Coordinator (SENCO). They work together to ensure the needs of the children and babies are paramount and that they are progressing well with their development.

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

Children and babies have clear and defined starting points and are making excellent progress from these. Observations are extremely detailed and have the next steps clearly outlined for the staff to successfully progress the children further with their development. These assessments are linked to the six areas of learning, consequently, staff are able to see what areas they need to work on with the

children and the babies. Staff also evaluate the children's and babies' next steps to ensure they are progressing with their development.

All activities that the children participate in are tailored for their specific age range and their abilities. Staff adapt all activities to meet the individual developmental needs of the children accessing them. This ensures more or less able children and babies have their needs fully met in planning. Staff ensure they work the information from children's individual educational plans (IEP's) in to the planning. Staff ensure all activities are suitable for all children and babies attending the setting and keep children with special educational needs and disabilities key workers informed of meetings with other agencies. As a result, all children and babies are making excellent progress in all areas of learning.

Staff have focus activity plans in place which are fully evaluated to improve the activity for the next time. These plans also have focus children and key language to use to ensure they are aimed at all children and the babies, and allow for all abilities of children and babies to progress with their development. Children thoroughly enjoy arts and craft activities. Children have lots of independence during these activities, making sure they are able to choose what colour of paint they would like and also what method of painting they would like to use. Staff actively encourage children to be expressive in their art work, and praise children for using their hands and paint brushes. This ensures children have an enjoyable experience.

Babies thoroughly enjoy story time where they are able to snuggle up to the staff whilst they read the stories. The babies are actively encouraged to join in with the story and they join in with certain words. This teaches them the importance of the written word and also early word recognition. Babies also excitedly join in with singing. They copy the staff with the actions and clap excitedly when the song has finished. Children and the babies have free flow access to a well laid out outside area. Staff ensure all areas of the nursery and outside areas cover the six areas of learning; this ensures they learn both inside and out. Children and babies are able to use the outside facilities all year round due to the all weather flooring and shelter when coming out of the nursery.

Children and babies thrive whilst they attend the setting as they have access to healthy and nutritious meals and snacks. Fresh drinking water is available at all times for the children to help themselves. The staff in the baby room offer the babies their beakers at regular intervals. This ensures they all stay hydrated. There are missed opportunities at snack and meal times to further enhance the independence skills of the children, as the staff serve the children their food and drinks. Children are thoroughly protected from cross infection and contamination as the children and babies are fully aware of the importance of washing their hands before meal times and after they have been to the toilet. All tables are thoroughly cleaned as well with anti bacterial spray which further protects the children's and babies' health and welfare.

Staff are highly skilled in asking the children and toddlers open ended questions which make them think about what they are doing. Staff are very calm with the children, and explain everything to them at a level they can fully understand,

which results in well behaved children who respond well to praise. All staff are consistent in their approach to behaviour management and they adapt it to the age and understanding of the children involved.

Staff teach the children and toddlers the importance of keeping the walk way clear of resources. This ensures children are aware of safety and trip hazards as well as making sure the area is safe for wheelchair users to move around in. It also allows the children to see how resources should be stored. Children and the babies are able to feel safe and very secure due to the vigilance of the staff. Children and the babies participate in regular fire drills, which are evaluated to ensure children's safety is paramount and any concerns are highlighted and actioned straight away.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

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

<b>How effectively is the Early Years Foundation Stage led and managed?</b>	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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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