

Harmony Creche at account3

Inspection report for early years provision

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Inspection date

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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

Harmony Crèche is run and managed by Account3, a women's training and development agency which aims to support the development of women through the provision of advice and guidance, training, enterprise support and access to resources. Situated in Bethnal Green, the group supports women living in East London and the London borough of Tower Hamlets. It was re-registered in 2009 after a refurbishment to the building. The centre has a purpose built open plan crèche area within the building. There are three staff currently working with the children, all of whom hold appropriate childcare qualifications. The premises include a small outdoor area located within the buildings space. The provision is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to care for no more than 15 children in the early years age group, of these, not more than six may be under two years old at any one time. There are currently ten children on roll. The crèche is open from Monday to Friday from 8.30am until 5.00pm.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Staff's knowledge and understanding of children's individual needs results in children feeling secure and benefiting from play experiences that encourage their individual development well. The crèche supports all children's welfare and development requirements in a well organised and resourced environment. Staff are trained and experienced in childcare and show commitment to supporting children's achievements in partnership with parents. This enables them to support children's individual needs well and to provide an environment which is inclusive. Managers have started to develop systems that enable them to reflect on the service they provide and set achievable aims for ongoing improvement.

What steps need to be taken to improve provision further?

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

- update the consent form relating to emergency medical consent to be in line with welfare requirements
- continue to involve parents in their children's learning and development, for example, through making regular contributions to their progress records
- further develop the system of self-evaluation to support ongoing improvements.

The effectiveness of leadership and management of the early years provision

Children are kept safe in a well organised and child friendly environment. Good deployment and high ratios of staff to children ensure that children have effective

support to meet their needs. Clear settling in procedures enable staff to get to know the children and their parents and to securely support children's differences. Priority is given to safeguarding the children and staff know what to do if they have any concerns about the children attending. Regular fire drills to familiarise the children with emergency situations, together with risk assessments and records, including those for outings, accidents and medication concerns, further ensure children's safety and wellbeing. Staff have appropriate and up to date first aid certificates should the need for emergency treatment arise. However, although the consent form addresses the issue of emergency medical consent, it is not currently laid out in line with the welfare requirements.

Children's good health is well supported through the provision of regular water and healthy and well balanced snacks and meals are provided by parents which meet children's individual dietary requirements. Children learn about appropriate hygiene practices through regular discussions with staff and as they readily wash their hands after playing at the park and before lunch, for example.

Staff get to know the children attending very well in order to support their ongoing learning and social skills and the children really benefit from the high ratio of staff to children. Resources are attractively presented and staff are consistently evaluating the environment. Systems to track children during play enable staff to get to know the children well and daily discussions with parents are used to share ongoing information about the children's development. Parents offer positive feedback on their children's achievements and time spent in the crèche. The manager and staff demonstrate a good level of commitment and dedication to improvements and in supporting individual children's welfare and learning. They have strong relationships with children's parents and are able to use information about children's abilities, culture and home language in supporting their progress.

Partnerships established with the local authority enable the setting to consistently improve through regular training and quality assurance, although systems for evaluating the crèche are currently at a developmental level. Methods of appraising staff are clearly used in identifying their strengths and weaknesses, although the system for self-evaluation is in the very early stages and not yet established.

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

Children enjoy being in the setting and are encouraged to have fun. They are warmly welcomed as they arrive at the setting and they react really happily as familiar staff arrive to work for the afternoon session. They feel safe and are comfortable with the routine provided by a dedicated staff team. Attentive staff ensure all children are well supported and they regularly liaise with parents to ensure they understand individual children's needs.

Children enjoy opportunities for creative and messy play as they take part in hand printing and drawing. They are learning about shapes and colours as staff sit beside them providing good support and attention. They enjoy role play and choose from a good variety of books to support communication and literacy.

Children happily engage in group singing activities, joining in with familiar songs and stories. Staff are attentive to their needs and engage children in conversations during activities and meal times. They use effective methods and questioning to promote children's thinking, vocabulary and understanding to help them make progress in their development. Young children enjoy opportunities to sit comfortably with staff if they are tired or before they go to sleep.

Children enjoy regular opportunities for fresh air and exercise as they participate in outdoor activities at the local park. In the park they are developing confidence as they practise climbing and swinging. They happily jog around the play area with a member of staff, really benefitting from a physical play session in the park. Physical games are used very effectively to encourage children's awareness of safety issues and important routines at the park, including during the journey to and from and during play. They learn important skills such as crossing the road safely, they are aware and know not to run in front of swings and ask for help when they climb the slide. They begin to understand the benefits of keeping safe and developing healthy lifestyles.

Children are developing an understanding of diversity and other peoples differing needs through the celebration of cultural festivals. Topic work, when a different country of some relevance to individual children is enjoyed, such as Mozambique Independence Day, provides a wealth of opportunity to include families who are encouraged to share their knowledge and expertise. Parents and staff are encouraged to share food important to their culture during celebrations.

Children's individual needs are reflected in the range of activities and play experiences the staff provide and in the organisation of the environment. Children are secure and happy in the staff's care, they smile and confidently talk to staff knowing they will receive a response. Their self-confidence and emotional well being is promoted very well by caring, affectionate and supportive interaction with the staff. Children's language development is encouraged very well by the staff taking turns in talking about what they and the children are doing and echoing children's vocalisation. Children's achievements are constantly praised and valued, encouraging them to repeat tasks and try again. Their behaviour is good and well managed by staff; as a result they interact very well with their peers and those of different ages.

Staff have a developing knowledge and understanding of the Early Years Foundation Stage. They organise daily routines at the crèche to reflect the six areas of learning well. Observations of the children at play help staff to plan for children's individual interests and plans are under way to extend these to chart children's next steps in the six areas.

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	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	2

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	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