

Smarty Pants @ Abbey Lane Children's Centre

Inspection report for early years provision

Unique reference number	EY382324
Inspection date	11/05/2010
Inspector	Jennifer Liverpool
Setting address	Abbey Lane Childre's Centre, Abbey Lane, Stratford, E15 2RY
Telephone number	07958296719
Email	jenniferalewis@yahoo.com
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2009

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Smarty Pants @ Abbey Lane Children's Centre was registered in 2008. It is situated in Abbey Lane Children's Centre in Stratford in the London borough of Newham. The provision for children's care and education is located on the ground floor of a two storey building. There is a secure enclosed outdoor play area with a separate section for children under two years. The children centre is open each week day from 8am to 6pm, all year round.

A maximum of 50 children under eight years may attend the children's centre at any one time, of these, 24 may be aged under two years. There are currently 27 children on roll from four months to four years. Some children attend for a variety of sessions. Currently, no children from the later years age range attend the centre.

The children's centre currently supports children with special educational needs and/or disabilities, and also supports children who speak English as an additional language. They are registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The children's centre employs seven members of staff all whom are qualified to NVQ level 2 or 3, and the manager holds an Early Years Professional Status qualification. There is also a teacher for the children who are in receipt of nursery education funding.

The centre offers a number of services for children and families; these include parental support workshops, breast feeding drop-in groups, family support groups and health visitor services. Also, available are additional children's services, such as parent/carers toddler groups, baby massage and messy play/story world sessions. The centre focuses on providing early years education, family support and outreach work in partnership with other agencies.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

All children are making good progress towards the early learning goals because staff effectively support, guide and facilitate children's learning and development. Children are treated as individuals and their similarities and differences are valued, thus creating an inclusive environment. Strong partnerships with parents and professionals contribute considerably to children's well-being and their learning experiences. Comprehensive health and safety policies and practices effectively safeguard children. The process for self-assessment enables the manager and staff team to identify strengths and actively target areas for development in order to continuously improve the outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure the record of the risk assessment includes by whom the assessment was carried out (Documentation). 12/05/2010

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

- develop the system for obtaining information relating to children's starting points in their learning, ensuring that it is constantly recorded for each child and also make sure that children's achievements are regularly monitored across all areas of learning.

The effectiveness of leadership and management of the early years provision

All staff have received training in safeguarding and child protection issues. This means that staff have a good understanding of the signs and symptoms and know how to proceed if they have concerns about a child in their care. This supports children's well-being. Rigorous recruitment practices and induction processes mean that suitable, experienced and qualified staff look after and support the learning and development of the children. Robust risk assessments are in place and as a result of this, children can play and learn safely. Risk assessment records contain most relevant information that clearly shows who is at risk and how staff identify and quickly address potential hazards, though the name of the person who carried out the assessment is not recorded. The setting is very well equipped and staff make good use of the resources to promote children's care, learning and development.

The management and staff's strong commitment to undertake ongoing relevant training contributes towards evaluating the practice and improving on the care and learning on offer to all children, for example, the effective use of outdoor area to enhance children's learning in wider areas of play and the reviewing and implementation of certain policies to further promote and safeguard children's welfare within the setting. Strong partnerships with the local authority and other professionals contribute to children's learning experiences. The management and staff have a good understanding of the strengths and areas to develop in the setting, and are confidently making plans for further improvement.

Partnership with parents is a strong feature of the setting. Relationships with parents are friendly and supportive. Staff gather relevant information before children are placed in the setting, although at times, information, such as parents' knowledge of their development, understanding and skills, is overlooked. A wealth of information is made available to parents through formal and informal systems, such as monthly newsletters, summary versions of policies, brochures and daily information sheets. Staff ensure that all parents know how their children are developing and progressing in their learning during twice yearly reviews and

through regular informal discussions. A comments box is available to enable parents to give their opinion about the setting and staff use their feedback to review their practices. This enhances the care children receive.

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

The key person system successfully builds good relationships between staff and children and provides consistency for children and reassurance to their parents. Staff's warm and friendly approach enables the children to settle quickly, gain confidence and have fun. Children can pursue their own interests and choose what they want to play with. Children's independence and decision making is promoted through easy and safe access to resources in all of the base rooms. They freely access the outdoor play area as the doors are left open so that children can move between indoor and outdoor activities. Activities are presented in an attractive manner which is inviting to children and appeals to their curiosity. Babies reach out to colourful toys and materials and they explore by using their sense of sight, touch and hearing. Children understand what is expected of them as they respond effectively to guidance.

Staff treat all children as individuals, acknowledging their differences, similarities and preferences in routine care, meal times and during activities. Children learn about their own cultural beliefs and those of other peers through planned activities, circle time discussions and a range of resources that reflect positive images of diversity. Staff provide good support to children with additional needs through working closely with parents and outside agencies to make sure that suitable care is provided and that children are supported to their level of ability and beyond. Staff regularly observe, monitor and record children's achievements. They use this information to identify each child's next steps in order to challenge and extend their learning and development. However, documentary evidence shows that not all children's achievements are consistently monitored in all of the areas.

Babies listen with enjoyment to short stories and respond to action songs and rhymes.

Children take a keen interest in books which are plentiful in a comfortable reading area.

The room is bright, attractive and well laid out to promote children's independence in choosing and using equipment. Children take a keen interest in books, which are plentiful, in a comfortable reading area. Babies are provided with a good range of natural and man-made materials to handle and explore. Children experiment with magnifying glasses, magnets and magnetic construction sets; this enables them to become curious and discover how things work. Children learn about living things through observing and helping to feed the goldfish. Children are encouraged to use their creativity in a number of ways. For example, babies are provided with hats and scarves and a range of materials that support their imaginative learning.

Children enjoy spending time in the pretend medical centre and the home area where they act out different scenarios using dressing-up uniforms, dolls and props. Babies are given constant support and a range of good quality age appropriate

resources to aid their mobility. Children have access to large scale outdoor play equipment where they develop confidence in climbing. They confidently manoeuvre tricycles around the outdoor area, demonstrating an awareness of space and avoiding children and other equipment. Children are able to use small tools, such as pencil sharpeners, with increasing control. They handle scissors competently and cut out shapes safely. Babies demonstrate good hand and eye coordination when handling developmentally appropriate paint brushes and crayons for painting and mark making. Children get good opportunities to practise writing for different purposes, for example, they write appointments when engaging in role-play.

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	2
The effectiveness of partnerships	2
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
--	---

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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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