



Chapel End Early Years Centre

Inspection report for early years provision

Unique Reference Number	156225
Inspection date	02 November 2005
Inspector	Vivienne Rose
Setting Address	Brookscroft Road, Walthamstow, London, E17 4LH
Telephone number	020 8527 9192
E-mail	barbara.moyhing@sch.lbwf.gov.uk
Registered person	London Borough of Waltham Forest
Type of inspection	Childcare
Type of care	Full day care, Sessional care, Crèche

ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT SORT OF SETTING IS IT?

Chapel End is an Early Years Centre in Walthamstow and is run by Waltham Forest Local Authority. It is attached to Chapel End Infants School. The head teacher is also the centre head.

The centre opened in 2000 and operates from purpose built premises. Children use 2 classrooms, a group room for 2 to 3 year olds, an extended day room, a hall, a sensory room, a dining room and a crèche room. Rooms for adult use include 2 offices, a meeting room, a staff room, a parents' room, a kitchen and a wing for therapeutic services and adult education.

The centre is situated in Walthamstow, in the London Borough of Waltham Forest.

Children have direct access to outdoor play from their rooms and all of them use the woodland area, which is also owned by the centre.

The nursery is open each weekday from 08.00 to 18.00 hours for 48 weeks of the year. In school holidays the service continues for extended day children.

Children have full and part-week places. A maximum of 80 children may attend the centre at any one time and there are 113 children on roll. Currently, there are 24 children aged 2 and 84 children aged 3 to 5 years. There are 19 children aged 3 and 70 children aged 4 in receipt of nursery education funding, and 57 children have extended day places. In addition there are 35 places in the crèche for the children of those attending adult education sessions.

The crèche is also available when training events are held in the centre. The centre currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 39 staff. The manager holds a level 4 early years qualification, while the senior teacher and 2 other teachers have teaching qualifications. There are 20 staff with level 3 qualifications and 2 with level 2 qualifications, plus 9 unqualified part-time staff.

Staff attend on-going training and are part of Waltham Forest Early Years. The centre has a cook, a kitchen assistant, a site manager, an office manager, a bilingual support worker, a crèche co-ordinator, 2 outreach workers and a childminder co-ordinator.

The centre obtained Early Excellence Centre status in 2000.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is good.

Staff follow highly effective procedures and practices, thus meeting the children's physical, nutritional and health needs. This helps children to thrive. Children gain a good understanding of hygiene and a real desire to become increasingly independent in personal care. They do this through the help of good adult support and guidance.

Children explore and develop physical control in stimulating daily outdoor and indoor play experiences. Younger children are eager to try out new skills which support their confidence and self-esteem. Children are able to rest and be active whenever they require to do so. This is achieved through the staff's understanding of their individual needs.

Older children develop a positive attitude to physical exercise. They enjoy the variety of equipment in the spacious outdoor play area where they can crawl, balance and

set themselves new challenges.

Children enjoy a healthy diet which takes account of their individual, medical and dietary needs. The cook has a very good understanding of healthy eating for children under 5 years. Nutritional meals, cooked on the premises, are beneficial to the children.

Protecting children from harm or neglect and helping them stay safe

The provision is good.

Staff care for children in a very clean and well-maintained environment. The good organisation of the toys and equipment means that children are able to move around safely and freely to independently access available resources from low-lying tables, trays and boxes. Staff are vigilant and regularly use risk assessments to reduce potential hazards. Risks of accidental injury to children, therefore, are minimised.

However, staff do not fully record their arrival and departure times within rooms in order to ensure their own well-being and that of the children.

Staff have a good understanding of how to achieve a balance of freedom and safety in the setting. Staff give sensitive reminders to the children about keeping safe. They tell the children not to run in the hall for they will fall over and hurt themselves.

Children use high quality equipment which is appropriate to their age and stage of development.

Children are well protected from possible abuse and neglect. Staff have attended training and show a good understanding of the procedures to follow if any concerns arise, in order to ensure the children's welfare.

Helping children achieve well and enjoy what they do

The provision is good.

Children enjoy their time at the nursery. They achieve because staff are highly skilled and use their understanding of the Foundation Stage and Birth to Three Matters framework to provide good quality care and education. Children are very settled in the welcoming and stimulating environment, which includes all the centre staff who work together to ensure that children are secure and happy as they take part in good quality activities throughout the day.

The 2 and 3 year-old children, who use the group room, are confident in their relationships with each other and the staff. They play happily with each other and with staff, learning to take turns and responding to others as they participate in various activities, including constructing, playing imaginatively and listening to stories.

Staff's awareness and use of the Birth to Three Matters framework has recently been implemented. However, inconsistency in staff's observations of children's development has an impact on the planning for children's individual needs.

Early communication skills are supported well through good quality adult interaction. Children begin to make sense of the world through a variety of sensory experiences. They play with water and sand, for example, and explore the outdoors throughout the day. They regularly use a wide range of creative materials, such as paint and chalk. This helps them to represent their experiences, feelings and ideas and enables them to concentrate for long periods of time.

Children are confident to take risks in their learning. Staff recognise the importance of inclusion. They are developing their communication skills through training in the use of British Sign Language, in order to support children with special needs.

Children begin to understand other people's needs by using sign language as part of their everyday experience.

Children in the pre-school room are progressing very well, supported by staff who are confident and secure in their knowledge of the Foundation Stage. Staff use on-going observations well to plan the children's next learning steps, thus ensuring that children are challenged appropriately. This helps them meet the needs of all children, including those with special educational needs and those with English as an additional language.

Staff's close and caring relationships, and their respect for the children's individual needs, means that children show a strong sense of belonging.

Helping children make a positive contribution

The provision is good.

Children play a full part in the nursery. Staff welcome them all, valuing and respecting their individuality and their family context.

The behaviour is very good. Staff support younger children to share and take turns. They have high expectations and set consistent boundaries for the 2 to 5-year-olds. This helps them to learn how to negotiate with others and how to take responsibility for their own behaviour. Staff also encourage the children to take care of resources and to be gentle with each other.

The children have good opportunities to learn about themselves, about each other and about the world around them. They do this through planned activities, visitors to the nursery and outings to local places of interest.

Children also begin to understand the needs of others. At dinner and snack time, for instance, they use sign language to signify "please" and "thank you". This forms part of their everyday communication skills.

The good partnership with parents contributes towards the children's well-being and the consistency of care in the nursery. Staff consider the parent's views regarding the children's needs and development. They seek their views before the children start attending the setting, and on a regular basis throughout the year. Staff ensure that parents know how their children are progressing and developing. Furthermore, the

parent's involvement in themes and projects centring around, for example, Diwali and Eid celebrations, is beneficial to the children.

Well-presented information for parents is available. However, the present information lacks relevant details about all the centre's activities and procedures.

Organisation

The organisation is good.

The children's care is greatly enhanced by the good quality of the organisation and the good leadership and management of the nursery.

The premises are organised well. Indoor and outdoor space is laid out to maximise the children's play opportunities. Most of the legally required documentation is in place and regularly reviewed. This contributes to the children's health, safety and well-being. Highly qualified and skilled staff, who are effectively inducted, benefits the children.

The good appraisal system ensures that the nursery's policies and procedures are consistently applied. All staff are committed to continuous improvement and development. They regularly reflect, monitor and improve the quality of care and education as part of an accredited quality assurance scheme.

The good quality of the provision means that the nursery meets very well the needs of the range of children who attend.

Improvements since the last inspection

At the last inspection the provider agreed to continue to develop the planning and the key worker system to further enhance the care and development of the 2 year-olds; to include more information for parents about Ofsted's role and contact details and about the centre's duty of care regarding child protection; to provide more comprehensive information in the child protection policy and to ensure that all staff familiarise themselves with this as part of their induction.

The key worker system has been developed sufficiently to ensure that children under 3 years have appropriate care. However, the observations and developmental records for the children's progress lack consistency.

The setting has devised a comprehensive child protection policy which outlines the centre's role and responsibilities, and which is made available to staff at induction. Insufficient progress has been made to include this information in the handbook for parents.

Complaints since the last inspection

There have been no complaints made to Ofsted since the last inspection.

The provider is required to keep a record of complaints made by parents, which they can see on request. The record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE

On the basis of the evidence collected on this inspection:

The quality and standards of the care are good. The registered person meets the National Standards for under 8s day care and childminding.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- improve the consistency of record keeping for the two to three- year- olds so that children's progression can be clearly seen.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Building better childcare: Compliments and concerns about inspectors' judgements* which is available from Ofsted's website: www.ofsted.gov.uk