

Mapledene Childrens Centre

Inspection report for early years provision

Unique reference number	EY403363
Inspection date	15/06/2010
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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

Mapledene Children's Centre is managed by the governing body of Queensbridge Primary School and is a designated integrated centre which combines full day-care alongside maintained early years education. The centre originally opened in 1999. Their current registration commenced in 2009. The setting operates from three nursery rooms in a purpose built building. In addition there are three offices and a parents room. There is a fully enclosed garden for outdoor play. The centre is situated in the London borough of Hackney in the Queensbridge ward. They are open each weekday from 8am to 6pm for 48 weeks of the year. The setting is registered on the Early Years Register for a maximum of 60 children at any one time. There are currently 101 children in the early years age range on roll. The Children's Centre employs 17 members of staff who work with the children, including an additional two administration staff members. All staff are qualified.

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. Children's confidence and self esteem is highly supported because the welfare and learning needs of each child are met exceptionally well. Children play and explore within extremely safe boundaries and are very well supervised at all times. Partnerships with other professionals and parents contribute significantly towards ensuring that the unique needs of every child are met. The setting's capacity for maintaining ongoing improvement is excellent. The entire staff team, parents and children have been involved in identifying the strengths of the provision and priorities for future development in order to promote excellent outcomes for each child.

What steps need to be taken to improve provision further?

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

- continuing to involve parents in their children's learning and development, for example, through making regular contributions to their progress records.

The effectiveness of leadership and management of the early years provision

Children are safeguarded through excellent measures that promote their welfare and safety at all times. For example, staff regularly update their knowledge of child protection and safeguarding children. A wide range of guidance is available and visible and all staff including volunteers know exactly what to do in the event of a concern. Risk assessment and safety checks are thorough in all areas of practice. The required records and comprehensive policy documents are in place and are

recently reviewed. These measures all ensure that children's safety and welfare remains the setting's priority. 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 for example, 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.

The senior management team and all staff demonstrate an exemplary commitment to continuous improvement and the recommendations set at the last inspection have been fully met. Staff have worked very hard to embrace change and make the transition from one governing body to another smoothly with minimal disruption for the children and families using the centre. The prime factor in the continuing success of the children's centre is the outstanding leadership and management of the head teacher and the senior leadership team. This provides the drive that is continually seeking to improve the centre's performance. The setting is very well supported by the community and an excellent governing body that fully supports the work of the very established children's centre staff.

The staff's professional development, planned activities and resources enable every child to make rapid progress. Management have high aspirations for quality through ongoing development and a commitment to training and qualification for all staff. They are exceptionally successful in inspiring the staff team to maintain high standards and continuous improvement. The well organised structures for meetings with the staff team ensure that they are updated and consulted about changes and new initiatives.

Equality and diversity is exceptionally well promoted. Children's individual preferences and needs are respected and fostered by the staff who have a secure knowledge of their families and home routines. Staff understand and skilfully support the needs of individual children as they play together, all children are included and treated fairly and the staff get to know their personalities and interests very well. The views and wishes of parents are fully respected and an excellent range of information is shared. The rich, stimulating learning environment is equally accessible to all children.

Staff are highly qualified and have a comprehensive understanding of the Early Years Foundation Stage. As a result they provide children with an imaginative and rich curriculum which covers the six areas of learning extremely well. The curriculum is delivered using imagination and creativity and staff provide a highly stimulating and welcoming environment for children. Individual planning is provided for each child following careful observation and assessment of their abilities and interests. Children are 'listened to' and their learning experiences are extended for instance, when children enthusiastically talk about their recent trip to a train station and express their wish to have 'been on a train', they are listened to and an additional trip is now planned where they will actually board and ride on the train. Consequently children enjoy learning as activities are tailored to their individual interests.

Self-evaluation is highly effective in separating out the strengths of the provision

and any areas for improvement. Systematic annual reviews are held to evaluate the effectiveness of the provision overall. The centre is working hard towards educational programmes such as Every Child a Talker (ECAT) to continually improve and refresh ideas for new and evolving practice. Staff rigorously evaluate children's learning to ensure they make as much progress as possible. Future areas for consideration include expanding the newly implemented termly overview of progress tracking system to include all age groups. In addition to further develop working partnerships with parents/carers within the centre and the surrounding community. Other professionals and parents are included in the self-evaluation process to promote outstanding outcomes for the children.

Children benefit from highly effective partnerships with other settings, external agencies and services. For example, the pre school teacher shares relevant information with local schools and health professionals to ensure that each child is fully supported according to their learning and development needs. Portfolios of children's progress 'learning journeys' are very well presented, assessments and photographs illustrate how children 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.

Partnership with parents is excellent. Written and verbal exchanges of information are shared on an ongoing basis. Parent questionnaires and forums help to ensure that their wishes and views are respected. They are able to voice their views and changes are made as a result. Parents are fully involved in their children's learning and development, with some contributing to the children's progress files with the very well received magic moments slips. They feel their children are happy, enjoy the many experiences provided and the relaxed atmosphere in which their children play and learn. Very effective partnership working provides clear consistency of care and learning for the children.

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

Children learn and develop rapidly because staff constantly build on their interests and skills. This means that they are highly motivated and eager to learn. Staff across all group rooms consistently ask effective questions to encourage children to explore, problem solve and make connections in their learning. They listen to children carefully and answer their questions, showing consideration for them and encouraging their self belief and confidence. The quality of the learning environment enables children to choose their preferred activities from an excellent range that covers all areas of learning.

Staff plan for individual children exceptionally well. This includes spontaneous planning as children develop their own ideas through play. They clearly record the next steps needed in learning to ensure that children are provided with experiences that are meaningful and that they are offered new challenges. Comprehensive use of observational assessment clearly shows the rapid progress children make. Tracking their individual key children enables the staff to chart children's progress and identify any gaps in learning. Regular assessments include

specific plans in each area of learning for every child. These are highly relevant and incorporated into the every day activities that children enjoy and clearly build on their existing abilities and interests. The staff team work cohesively together taking responsibility as a community and supporting each other. They carry out observations of interest on all children spontaneously in support of each other and for the maximum benefit of every child. This is further evidenced in staff's commitment to give each other constructive feedback about performance in mentoring and peer coaching which is welcomed and expected.

The children thrive on an extensive mix of adult and child-led play and staff support their needs exceptionally well. For example, children arriving show some separation anxiety, but are able to settle very quickly with staff who are intuitive and inspire confidence in the children. They are observed to smile and hold hands with staff as they enthusiastically join in and play. Children have great fun during their learning, as they settle into the well planned routine. Across group rooms, they thoroughly enjoy exploring corn flour enjoying the texture and making patterns, this is extended and adapted for the older children by including pieces of dried fruit so that they can mark make and explore their writing skills as they play.

Children enjoy sharing stories and their emerging language skills are very well promoted. Children have every opportunity to share books and explore initial sounds. They are learning to build relationships as they share stories and sit really well during carpet time, listening intently. They are fully engaged as the staff member reads to them due to her skilled approach. She includes boys and girls equally, so that they can fully participate and enjoy the imaginative and engaging way she reads to them, encouraging their full participation by using different methods to appeal to them all. Overall, children's communication, language and literacy skills are developing extremely well.

Children enjoy activities that involve problem solving. These include shape sorting, matching and counting. For example, they count out magnetic numbers and display them on the white board, then with the support of the teacher they work out the numbers they need to go beyond ten and above. They use computers, cameras and interactive toys and resources that help them to discover how things work with confidence and creativity.

Children have excellent opportunities to learn about the natural world. They talk about their hamster and know that he sleeps in the day and wakes during the night. They take their responsibility for him very seriously and really benefit from taking him home to care for him. They know they must be kind to animals and care for their plants and discuss this as they water them to help them 'grow' in the learning garden. Ongoing opportunities are available for children to experience physical activity through the staff's commitment to outdoor play and the excellent range of experiences available. Children are highly creative, for example, as they dance in a group to Greek music and glue and decorate their DAD decorations for Fathers day. Babies and toddlers smile and respond in delight as they listen to stories full of their favourite characters. They enjoy creative play and their artistic efforts are displayed in their very well presented 'learning journey' portfolios and on displays throughout the centre, this helps them to feel pride in their achievements and provides an invaluable record of memories for parents to share.

The setting ensures a healthy and fresh range of produce is used in the meals provided and meals are thoroughly enjoyed by the children. The kitchen staff have food safety certificates and ensure the kitchen is hygienically clean. Children are actively involved in promoting their own good health, for instance, as they help to grow, pick and eat fresh produce. All 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 skilled approach of the caring and attentive staff present. At meal times children sit with staff as they happily learn to serve themselves, including the healthy selection of vegetables. They are proud of themselves as they are praised for helping to clear tables and scrape their plates into the food waste bin. Staff follow set procedures in the event of children having infectious illnesses and children know when and why they need to wash their hands and dry them on paper towels. These measures are all highly effective in reducing the risk of cross infection.

Children behave exceptionally well because they are constantly engaged in meaningful activity. Consequently children are very happy and well behaved as their individual needs are exceedingly well met. They care for others and learn to share and take turns from a very early age. Staff skilfully divert unwanted behaviour and offer ongoing support, praise and encouragement. This enables every child to develop high levels of confidence and self-esteem.

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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