

Sebright Childrens Centre

Inspection report for early years provision

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Inspection date	07/07/2010
Inspector	Jane Davenport

Setting address	HAGGERSTON PARK, Queensbridge Road, LONDON, E2 8NP
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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

Sebright Children's Centre is run by the governing body of Sebright Primary School. It registered in 2007 and operates from a purpose built building, which is situated in Haggerston in the London borough of Hackney. The nursery children have access to three play rooms and an outdoor play area in the form of an enclosed veranda, all of which are situated on the first floor of the building. Children also have access to a ground floor enclosed outdoor play area. A maximum of 45 children may attend the nursery at any one time. The nursery is registered on the Early Years Register and is open each weekday from 8:00am to 6:00pm for 48 weeks of the year. There are currently 55 children in the early years age range on roll. The setting welcomes children with special educational needs and/or disabilities and those with English as an additional language.

In addition to the Children's Centre providing nursery care, other groups for the community operate in other areas of the centre. Classes operate to allow families living in the community, but who are not using the nursery facilities, to access drop-in sessions or organised groups. Sessional care sessions operate to reflect the hours of adult training classes and the crèche sessions operate on an occasional basis. These sessions are organised separately to the nursery provision.

The nursery currently employs 14 permanent members of staff, including the manager, all of whom hold early years qualifications at level three or above. The Sebright Primary School governing body is responsible for overseeing the operations of the centre, including management of budget and recruitment of staff. There is an overall centre manager, who is supported by the school head, and early years advisory teachers provide qualified teacher support for the nursery. The nursery participates in several quality assurance schemes including BEEL, Happy in Hackney, ECAT and the Baby Room Project.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are safe and secure at all times and achieve to excellent levels in their learning and development due to staff awareness, drive and motivation. Children benefit from the inclusive environment, where their unique qualities are valued and they are encouraged to respect each other through the extremely supportive and positive role models offered by staff. The close working partnership with other professionals and families using the nursery is outstanding and promotes excellent two-way communication and support. There is an ethos of reflective practice at the setting and the staff's approach to evaluation and continuous improvement ensures that providing the best possible outcomes for children is foremost in all that they do.

What steps need to be taken to improve provision further?

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

- provide further opportunities for parents to contribute to the assessment system, particularly in terms of establishing their children's starting points in the Early Years Foundation Stage; ensure they are fully involved in the process at all levels

The effectiveness of leadership and management of the early years provision

Children are protected very well through staff vigilance and their excellent understanding of local safeguarding procedures. Robust staff recruitment and monitoring procedures ensure that children are cared for by suitable adults, while the effective steps taken to record and supervise visitors, further secures their safety. The regular review of comprehensive risk assessments ensures that any hazards identified in areas used by children are addressed promptly. Staff are well deployed to constantly provide children with high levels of supervision. Stringent induction procedures and ongoing training provides staff with up to date knowledge to enable them to support all children in the most appropriate ways. For instance, as most staff are trained in first aid, this means there are always sufficient, qualified adults to accompany children on outings.

The learning environment is very well organised and children are able to freely access an extensive range of good quality resources indoors and outside. Resources include natural materials and contain many positive images of society; they interest the children and offer them varied and exciting learning experiences. Children's work and photographs adorn the walls of the playrooms and corridors, making them feel welcome, boosting self-esteem and creating a child-orientated and inclusive environment. The diversity of the staff team is an added strength, supporting cohesion between management, staff and parents, and particularly benefiting the children with whom they clearly and easily identify.

Partnerships with parents are strong and extremely supportive. A comprehensive settling- in programme is in place which is built around the child's and the parents individual needs. Staff obtain detailed information about each child's welfare needs during the settling in time, enabling them to understand each child's uniqueness before they attend. They are planning to develop their system of working together with parents to establish children's starting points in the Early Years Foundation Stage. Parents receive detailed information about their child's participation at nursery through their 'home books' which they take home on a daily basis. They also have unlimited access to their Early Years Foundation Stage profiles, which keep them fully informed of children's development and educational progress. Parents are able to add their comments to the profile and share information about what children are doing at home. The nursery has a holistic approach to childcare and has established strong links with specialist agencies, local schools and other professionals.

Staff, parents and management contribute to the nursery's highly effective self-

evaluation. This takes account of all aspects of the provision, identifying strengths, in addition to areas needing further development, to enrich the environment and provide improved support mechanisms for staff and children. Staff and management work securely and effectively as a team. They are consistent in their approach to development and display an excellent capacity to maintain continuous improvement. There is excellent recognition of individual staff skills within the team, resulting in confident staff, a clear vision for the provision and a strong commitment to providing the best possible outcomes for all children.

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

Children thoroughly enjoy their time within the nursery. Staff have a clear understanding of how children learn. Their flexible approach enables them to provide high quality support to promote children's very good progress in all areas of their learning, while at the same time, making excellent provision for their individual personalities and changing care needs. There is a very good balance of adult-led and child-initiated play. Children are confident to take the lead, organising their own games and activities and staff know when to stand back, thus encouraging them to become autonomous and competent learners. A natural progression occurs for children as they move through the nursery, joining as babies in Red Room and then eventually moving on to free flow between Yellow and Blue Room. Daily routines and planning systems are organised extremely well to support this learning journey and give children the knowledge, understanding and self-assurance they need to help them feel valued in the wider world and to learn skills for the future. Early Years Foundation Stage assessments are organised well into the six areas of learning and are made reader-friendly and visually interesting for parents with plans for children's next steps, photographs and examples of the children's work.

Throughout the nursery children are flourishing and achieving. While babies and younger children smile and vocalise with increasing expression as they manipulate cause and effect toys, older children speak clearly with confidence and call upon a wide ranging vocabulary in their conversations with others. Group times give children the opportunity to develop listening skills and to contribute to group discussion, talking about family life and out of nursery activities. There are excellent opportunities for children to develop their understanding of letters and sounds and for learning name recognition. Problem solving and counting is supported when they count the children for snack time and learn to add and subtract how many cups they have and whether they have enough or too many for everyone. Children have access to computers, tapes and other programmable toys which supports their understanding of technology and simple science.

Babies and very young children use their senses to explore textured materials and are also beginning to experiment with paint, sand and role play, pretending to cook and wash up in the home corner. Low level safety mirrors enable babies to explore what they look like and who they are, thus developing a growing awareness of self. Staff in the baby room confidently explain how resources and activities are used to promote babies' learning and development. Their 'Baby Room

Project' helps staff to focus on particular areas, for example, looking at the key person approach or creating cosy spaces to promote babies' relaxation. Young children who have English as an additional language are very well supported by staff, who liaise with parents and find out key words in the child's home language. Children throughout the nursery are learning to use Makaton sign language and photographs on display in the corridors bear witness to their growing skills in this area.

Children thrive as they enjoy an extensive range of physical activities and continual opportunities for fresh air and exercise. Daily walks to the park and local community facilities encourage children to take pleasure in being active; they learn that they need to warm their bodies up first before participating in their exercise regime and recognise the changes that occur to their bodies after healthy exertion. Children behave extremely well and benefit from simple rules that are consistently applied. Prior to undertaking outings, staff and children discuss the expected rules for behaviour and children know that they must not touch dirty rubbish and must stand still if a dog comes up to them. They are asked 'What does listening do?' and respond in unison 'It keeps us safe'.

Nutritious meals and snacks are helping the children to recognise healthy food as being a positive lifestyle choice. Nursery management, staff and the talented nursery chef work very closely together and menus are full of healthy options that children learn to enjoy from an early age. For example, on the day of the inspection, the children tucked in to vegetarian chilli beans, Mediterranean cous cous and lettuce with fresh herbs. A cultural variety is also featured, for example, mango chicken with rice and peas and Turkish lamb and spinach curry. The staff gain information from parents regarding any special dietary requirements and ensure that these are met. They are vigilant and sensitive in the care provided for children who have allergies to ensure they are fully included and protected. Mealtimes are sociable occasions. Staff and children sit together and the children serve themselves, judging their portions well and discussing the benefits of healthy eating. For example, they confidently state that 'carrots help you to see in the dark' and that fresh fruit and vegetables 'make you grow big and strong'.

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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