

Quaggy Children's Centre

Inspection report for early years provision

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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

Quaggy Children's Centre registered in 2004. The provision is run by the Quaggy Development Trust as part of the Neighbourhood Nursery Initiative. The nursery is based in Greenwich. The nursery runs a crèche and an out of school club. The nursery has three base rooms with adjoining toilet facilities. There are kitchen facilities, a sensory room, several meeting rooms and a large fully enclosed outdoor play area. There are spaces for 60 children of whom eight can be under two years. Currently there are 62 children on roll, some of whom receive nursery funding and some of whom are in part time places. There are 16 staff working directly with the children who are appropriately qualified. The nursery opens five days a week all year round. Opening hours are 8am to 6pm. Children attend on a full- or part-time basis. Those children with special educational needs and/or disabilities or who have English as an additional language are fully supported. The crèche opens if training courses are available and children can attend for up to two and a half hours. The setting receives support from a teacher/mentor from the Integrated Support Children's Services' and various outside agencies. It works in close partnership with the adjoining primary school and other local schools. The provision is registered for Early Years, Compulsory and Voluntary Child care.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

All children, including those who are at an early stage of learning English or have special educational needs and/or disabilities, make outstanding progress at the nursery because the manager and her staff provide very good care for them and an extensive range of exciting activities. The manager and her team are very experienced. They review the provision frequently and constantly identify improvements to the nursery. The staff refresh their skills through many training courses and they apply these to give the children better support and more opportunities to learn and develop. Consequently, the nursery has an outstanding capacity to improve.

What steps need to be taken to improve provision further?

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

- continue to support children's independent learning by displaying letters, numbers and shapes in the outdoor learning area to which they can refer.

The effectiveness of leadership and management of the early years provision

The manager and her team are highly qualified and work well together. The staff protect the children's welfare very well because all procedures are rigorous and all

adults are extremely vigilant. The manager organises fire drills so that all children and staff know what to do in an emergency. Staff check the premises each day to reduce the risk of an accident and they assess the risks carefully when taking children off site, for example to the local park or library. If a child needs medicine or has an accident, two adults take responsibility and they inform parents. All staff have relevant first aid qualifications, and deal sensitively with children who have allergies. All staff are appropriately vetted and trained in safeguarding to ensure that children are safe. Visitors sign in and the main door is always locked. The area where babies play is separated from the area where older children play and there is a high ratio of adults to look after the children.

There have been significant improvements since the last inspection, most notably in the improved tracking of children's progress. The staff can now identify any areas where some children may not make as much progress and provide the right opportunities for them in response. They can also compare the progress of different groups of children. This enables the staff team to evaluate the nursery's provision in considerable depth. The staff meet regularly to discuss ways of including activities the children have chosen in their planning so that they are motivated to learn and make very good progress in all areas. They see each child as an individual and provide activities which match their interests well. The staff understand how to encourage boys particularly well by providing opportunities which motivate them. The manager works very closely with the local authority to provide intensive support for children who need it so that they also make very good progress. She also has very good links with the primary schools which the children will move on to and exceptionally good procedures for supporting the children so that they settle very easily.

The nursery works extremely closely with parents who are very satisfied with the provision and cannot think of anything which could be improved. They like the amount of information they receive about their children's progress and their activities. They receive newsletters and useful information about local services, and they feel a part of the local community. Parents feel their children make extremely good progress, especially in relation to their social skills, talking and confidence. Parents are welcome to come in to help and to see how the children learn. The manager has specifically invited fathers into the setting. The manager offers parents regular opportunities to take part in surveys because she values their views. For example, she has changed the start times of sessions in response to their wishes. Parents appreciate being able to talk to staff informally whenever they wish to and to suggest activities their children will enjoy. At the end of each day parents receive information about their baby's day.

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

The children make very good progress because the provision is outstanding. The staff keep exceptionally thorough records of the children's achievements. The staff observe the children's development and they use these assessments well to decide how to move children on to the next stage. The staff provide effective challenges

for the older and most able children who understand the concepts of sounds, letters and numbers. The children behave extremely well because the staff praise and encourage them. The atmosphere is calm and the children are relaxed. They play very well together, share toys and take turns. They concentrate well, for example, when constructing models, and they develop extremely good friendships with one another and with the staff. They listen to stories, learn nursery rhymes and enjoy looking at books. The adults question the children very well to encourage them to explain what they are learning and to solve problems. The children are very confident and keen to talk about their learning. They can choose what they want to play with and decide whether they want to play outdoors or indoors. The nursery is extremely well equipped and the rooms are exciting, although numbers, shapes and letters are not displayed in the outdoor area to provide additional opportunities to promote children's independent learning. There are excellent role play areas with dressing up clothes which help children develop their imagination. There are many creative tasks which help them to develop a wide range of skills, such as threading and using scissors. The children develop their early writing skills very well because they have very good resources for mark making. They are proud of their printing and paintings which are displayed on the walls of their rooms. They enjoy many special opportunities, for example, visits by police officers and fire fighters, theatre groups, story tellers and farm animals, and also special days, such as Princesses and Pirates Day. They learn to look after their guinea pigs and watch chicks hatch. They learn about plants and mini beasts in their forest garden. The youngest children play with many toys which help them to develop their coordination, for example, by learning to climb. They can very easily reach toys with which they want to play.

The children learn about different cultures through talking about special celebrations, looking at photographs, tasting foods and some creative activities. For example, at Chinese New Year they made lanterns and a dragon for their procession in the local area. They are very involved with the local community, for example, they and their families join in the local carnival each year. Children learn about the importance of a healthy lifestyle because they eat healthy snacks and meals and they can drink water when they wish to. They talk about the vegetables they are growing and the importance of taking regular exercise. They can explain when and why they need to wash their hands. They talk about road safety when they play with the road mat and small cars. The children learn to become very independent, for example, through registering themselves at the start of the day and helping themselves to snacks and drinks. They take responsibility, for example, the older children act as buddies for the younger ones to help them understand the routines. They play with multicultural dolls and dolls with disabilities which help them to understand more about the world around them and the needs of different people.

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

The effectiveness of leadership and management of the Early Years Foundation Stage	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

The quality of the provision in the Early Years Foundation Stage	1
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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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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