



## Spitalfields Children's Centre

Inspection report for early years provision

<b>Unique Reference Number</b>	EY280862
<b>Inspection date</b>	08 December 2005
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<b>Registered person</b>	Bright Horizons Family Solutions Ltd
<b>Type of inspection</b>	Integrated
<b>Type of care</b>	Full day care, Out of School care

## 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](http://www.ofsted.gov.uk).

## THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

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.

The quality and standards of the nursery education are good.

### WHAT SORT OF SETTING IS IT?

Spitalfields Children's Centre opened in 1998 and is owned by the Bright Horizons Family Solutions LTD. It operates from a purpose built nursery close to Spitalfields market.

The setting is registered to provide care for a maximum of 50 children at any one time. The nursery operates from Monday to Friday, all year round, from 07:30 to 18:30 and children attend from the surrounding areas.

There are currently 42 children on roll. Of these, seven 3-year-olds and five 4-year-olds receive funding for nursery education. There are currently no children attending with special educational needs or who speak English as an additional language.

The nursery employs 11 staff and all of the staff including the manager hold appropriate early years qualifications. The setting receives support from the Early Years Development and Childcare Partnership (EYDCP).

## **THE EFFECTIVENESS OF THE PROVISION**

### **Helping children to be healthy**

The provision is good.

Children develop a good understanding about healthy practices. The children are familiar with the well planned daily routine, they practice washing their hands before and after meals. The staff are trained to manage health and hygiene in the nursery. They implement a comprehensive hygiene programme to reduce the spread of cross infection to children, for example, using disposable gloves in the nappy changing area and cleaning work surfaces. Children are provided with nutritious meals each day consisting of fresh fruit and vegetables. Young children are served regular drinks throughout the day and older children can freely access fresh drinking water in the group room. Children's individual dietary needs are well catered for and clear procedures help to ensure food is prepared appropriately such as temperature checks on the fridge and cooked food. Children have regular opportunities to enjoy physical activities during the day. They are energised by being out in the fresh air and develop a sense of well being as they strengthen their bodies and develop their physical skills. Occasionally, the organisation of the outdoor area and the equipment used does not fully challenge the more able children. In an emergency situation, the children are helped to make a full recovery as most staff are suitably trained in first aid.

### **Protecting children from harm or neglect and helping them stay safe**

The provision is good.

Children are cared for in an environment which is stimulating, bright and attractive. They can select from a good range of high quality toys, furniture and equipment which are well suited for their age and stages of development, for example, role play, dressing up, construction, imaginative play and a selection of musical and sensory equipment. Children access available resources independently and all toys and equipment are well maintained, are checked before and after play and regularly cleaned. Children's safety is given good emphasis. They are safeguarded in most areas by the implementation of risk assessments which are used effectively for outings and the good deployment of staff who are actively vigilant. Children are well protected from possible abuse or neglect. All staff have attended training and are highly aware of all types of abuse and signs to look for. They fully understand the clear procedure to follow to ensure concerns are dealt with sensitively and in the best

interests of the children.

## **Helping children achieve well and enjoy what they do**

The provision is good.

Children are relaxed and secure in the setting and in their relationships with the staff. They receive good opportunities for one-to-one care and learning from the staff which helps to build their confidence. The staff have a good understanding of the 'Birth to Three Matters' framework and promote children's independence in positive ways. The more able children actively take part in a 'self service' style snack table whereby they make sandwiches, pour their own drinks and clean their own plates. Children show an interest in the full range of stimulating activities which include construction kits, sensory equipment, a selection of books and musical instruments. Children move freely around the group room to select resources that are well positioned for easy access. They are learning to share and take turns with resources, such as, the seek and discovery toys and enjoy a variety of creative activities like painting which they proudly display. The children thrive from the praise and encouragement they receive from the staff who make them feel valued. At times the grouping of children aged two years does not fully ensure their individual needs are met.

## **Nursery Education**

The quality of teaching and learning is good. The children are well supported by the staff teams' positive attitude and sound knowledge of the Foundation Stage in almost all areas. Plans are clearly presented and provide detailed coverage of most areas of learning. At times children's achievements are not always sufficiently linked to the stepping stones. This results in some missed opportunities for learning. The staff observe and record the children's progress but this is not always evaluated effectively or clearly linked to plans for the next stage of learning. The staff know the children well and they plan activities that provide useful challenges for them in most areas of learning. The staff provide good opportunities for children to receive one-to-one learning. This helps them meet the needs of all children including those with special educational needs and those who have English as an additional language.

The children readily engage in planned activities. They persevere with problem solving tasks such as puzzles and enjoy the new experience of serving snacks. The children are relaxed and comfortable in their surroundings. They often initiate discussions about their families in one-to-one situations. They are gaining knowledge and understanding of the wider world whilst developing a positive image of themselves and the wider community through books, dressing up clothes and themed topics on culture. The staff make good provision for developing children's creative and imaginative ideas. The children have fun when exploring colour, making dough, painting, cutting and sticking. Children are developing skills for reading and writing. Older children learn to recognise their name and familiar words which are presented well on labels and familiar objects. Older children show an interest in writing for pleasure, they practise writing their names in their personalised handbooks making use of upper and lower case letters.

Children speak clearly with an increasing vocabulary. They are learning new words to

express their feelings such as 'furious' and 'angrier' as they listen to their favourite stories being told. Three-year-olds have good opportunities to practise using a range of tools for mark making, for instance, paint brushes, crayons and pencils. All children enjoy listening to stories and they demonstrate a clear understanding of narrative form as they re-tell the story of the 'The Three Little Pigs' from the beginning to end. They listen attentively engaging in the animation of storytelling with the use of relevant props such as hand puppets. Four-year-olds speak clearly when communicating their needs, for example, when initiating games and during snack time, younger children develop confidence when speaking in familiar groups.

Children access a range of resources that feature numbers and promote counting such as puzzles, pegs and boards and board games. The emphasis on recognising, using, counting and calculating numbers in a variety of practical ways is limited as children are not always questioned effectively to enhance learning, for example, during snack time or story telling. The children are observing changes in the life cycle of animals such as the African snail. They have good opportunities to handle, explore and investigate the difference in animals such as the tarantula, rat, rabbit, cockroach, snake, guinea pig and millipede and record their findings. They use resources, books and visit places in the locality to help them identify familiar features in their environment, for instance, markets and the Bethnal Green Museum. They are challenged and excited by the new skills they acquire when operating the computer.

### **Helping children make a positive contribution**

The provision is good.

The children behave well and are treated with equal concern. They are learning to work together harmoniously as they share and take turns with resources. The staff know the children well and value their individuality; this builds children's confidence and gives them a sense of belonging. Effective arrangements are in place to care for children with special educational needs. The setting has a detailed policy, which staff know, to ensure all children are helped to make progress in all areas of learning. There is a good selection of resources and displays that promote diversity and the children are learning about the wider world. This also helps to ensure all children settle well, feel respected and form good friendships.

The partnership with parents is good. The parents are kept informed about the setting and their children's progress in practical ways, there is also good opportunities for parents to exchange information with the staff about children's progress. This helps to establish a stable care and learning environment for the children, whilst fostering their spiritual, moral, social and cultural development appropriately.

### **Organisation**

The organisation is good.

The setting is organised effectively with furniture and resources laid out to enhance play opportunities for children. Staff regularly attend and update training. They use

their knowledge of the early years to provide a broad range of experiences and stimulating opportunities for all children. Detailed documentation is in place and regularly reviewed and implemented by staff, who follow clear and effective routines to ensure that children have a structured day and benefit from their time at the nursery.

Leadership and management is good. Staff have attended training and have a good knowledge of the Foundation Stage curriculum. They are fully involved in curriculum planning for the Foundation Stage and effectively base learning around children's interests. Effective arrangements ensure staff fully understand their roles and responsibilities and can improve and develop their skills, for example, comprehensive induction, training opportunities and appraisals. Assessments records are compiled by the key workers, they monitor children's achievement and development, although these are not always filled in to clearly show planning for children's individual next steps in learning. The needs of all children who attend are met.

### **Improvements since the last inspection**

Not applicable.

### **Complaints since the last inspection**

There are 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 complaints record may contain complaints other than those made to Ofsted.

## **THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION**

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.

The quality and standards of the nursery education are good.

### **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):

- ensure the procedure for administering medication includes a clear statement of authorisation from the parents beforehand

- ensure that children aged two years are grouped appropriately and that their individual needs are met

### **The quality and standards of the nursery education**

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

- plan and provide opportunities for children to use numbers, count, compare and calculate in simple problem solving situations
- assess and evaluate the extent to which the children are making progress towards the foundation stage and use this information to plan for their next stage learning.

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](http://www.ofsted.gov.uk)