



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 105694

DfES Number: 531411

INSPECTION DETAILS

Inspection Date	24/02/2005
Inspector Name	Beverley Jarrett

SETTING DETAILS

Day Care Type	Full Day Care
Setting Name	Grenfell Creche Under Threes Centre
Setting Address	Grenfell Tower, Grenfell Road London W11 1TG

REGISTERED PROVIDER DETAILS

Name	Lancaster West Children's Community Network 03835048 1078316
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ORGANISATION DETAILS

Name	Lancaster West Children's Community Network
Address	Grenfell Under 3's Centre Grenfell Tower, Grenfell Road London W11 1TG

ABOUT THE INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality and standard of day care in accordance with the National Standards for Under Eights Day Care and Childminding; and that the nursery education for funded three and four year old children is of an acceptable quality. Inspection of nursery education also identifies strengths and weaknesses so that providers can improve the quality of educational provision and help children to achieve the early learning goals (elgs) by the end of the Foundation Stage. This inspection report must be made available to all parents.

If the setting has been inspected previously, an action plan will have been drawn up to tackle issues identified. This inspection, therefore, must also assess what progress has been made in the implementation of this plan.

Information about the setting

Grenfell Crèche Under Threes Centre opened in 1987 and operates from the first floor of a block of flats in Notting Hill. A maximum of 24 children may attend the crèche at any one time. The crèche is open each weekday from 09:15 - 16:30 for 48 weeks of the year.

There are currently 17 children aged from 1 to under 4 years on roll. Children come from a wide catchment area. The crèche currently supports a number of children who speak English as an additional language.

The crèche employs five staff. All staff members hold appropriate early years qualifications. One staff member is working towards a qualification.

How good is the Day Care?

Grenfell Crèche Under Threes Centre provides good care for children.

The staff provide a warm, caring and welcoming environment for children and parents. The organisation of the children's group rooms allows for suitable deployment of staff. Staff are appropriately experienced and qualified and have a clear understanding of their role and responsibilities.

The staff have a very good awareness of health and safety issues and potential hazards both inside and outdoors, however, the entrance door requires further consideration to ensure the security of the crèche. Staff give attention to developing children's understanding of good hygiene practices to develop their personal hygiene through the daily routine. The first aid boxes are fully stocked and their contents regularly checked.

There are a broad range of activities that are appropriate to the age and development of the children attending. Play opportunities are varied and challenging and help children to sustain interest and have fun. Staff have a positive attitude towards equal opportunities issues, all children are valued and their individual needs

are well supported. A sensitive and appropriate approach is adopted by the staff towards children's behaviour management.

Parents receive relevant information about the setting and they are informed about their child's daily activities. Staff make themselves available to give parents daily feedback about their child's learning and development.

The setting maintains effective records, policies and procedures. However, the complaints procedure requires further details.

What has improved since the last inspection?

There were no actions or recommendations made at the time of the last inspection.

What is being done well?

- The staff work well to provide a broad range of activities that are appropriate to the age and development of the children.
- There is an effective policy for children's behaviour management, which is successful in practice. Staff praise good behaviour and encourage children in the daily activities.

What needs to be improved?

- the security arrangements at the front entrance
- the contact details of the Disability Rights Commission in the complaints procedure.

PREVIOUS COMPLAINTS (This section applies only to inspections carried out from September 2004. The complaint record relates to complaints from the last inspection or 1st April 2004 whichever is later.)

There are no complaints to report.

Outcome of the inspection

Good

CONDITIONS OF REGISTRATION

All registered persons must comply with all conditions of registration included on his/her certificate of registration.

As a result of this inspection conditions of registration have been imposed / varied / removed and a new certificate of registration will be issued.

WHAT NEEDS TO BE DONE NEXT?

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Devise and implement an action plan setting out how the creche will be kept safe and secure from intruders.
14	Include the contact details of the Disabilities Rights Commission in the complaints procedure.

INSPECTION OF THE NURSERY EDUCATION PROVISION FOR FUNDED THREE AND FOUR YEAR OLDS.

How effective is the nursery education?

The centre provides a generally good educational programme. Children are learning through a balance of planned practical activities.

The quality of teaching for the centre is generally good and results in children making generally good progress towards the early learning goals. Staff have a good knowledge of the early learning goals and the stepping stones and plan interesting activities, which supports children's learning well.

Children are making very good progress in their personal, social and emotional development, communication, language and literacy. They are developing good skills in early writing and reading. They can access the book area and are able to select from a wide range of books. However, they have few opportunities to understand that print carries meaning.

They are making generally good progress in their mathematical development. They use games, songs, nursery rhymes and activities to promote their understanding of matching and comparing.

They are making generally good progress in the area of knowledge and understanding of the world. They are encouraged to explore and investigate a range of materials and objects. However, they have few opportunities to find out and identify some features of living things and to learn about their environment.

They are making generally good progress in the creative development. They explore a variety of art and craft experiences and use paint in different ways.

The leadership and management is very good. Staff are encouraged to attend training to extend their knowledge and skills. The deployment of staff helps children to feel secure within their environment.

Partnerships with parents is very good. The setting is very welcoming and staff are approachable. They have good opportunities to attend parents meetings to discuss their children's progress and are provided with written achievement reports. However, parents are provided with limited written information about the educational programme.

What is being done well?

- Staff have a good working knowledge of the early learning goals. They plan stimulating activities to promote children's learning in all areas of the learning goals.
- Children are developing good skills in their early reading and writing skills.

- The activities are planned, evaluated and reviewed to ensure the objectives for each child's learning is achieved during activities.
- Staff make very good use of the available space and provide a busy, but calm learning environment.

What needs to be improved?

- the partnership with parents, by providing written information for parents about the educational curriculum
- the programme for communication, language and literacy, by providing opportunities for children to understand that print carries meaning
- the programme for knowledge and understanding of the world, by providing opportunities for children to observe investigate features of living things and to learn about the environment in which they live.

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are learning to share and to take turns with each other. Children have good opportunities to initiate and lead their own learning. They are developing a sense of themselves as part of the wider community through planned activities and discussions.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Generally Good
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Children develop their reading skills through listening attentively to stories. Children enjoy making marks and practise their writing skills, through the well resourced writing area. Most children can recognise their names however, they have few opportunities to understand that print carries meanings.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children can count beyond ten and understand that numbers have a value. They are developing their mathematical knowledge and learn about problem solving, addition and subtraction through many practical activities. Children are able to sort and compare. They are learning about shapes, colours, sequencing, weighing and patterns.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children have good opportunities to use programmable toys to support their learning. Children's design and making skills are well developed through many practical activities and a wide range of resources. They are learning about events in their lives, their own cultures and beliefs and those of other people. However, children have few opportunities to find out and identify living features such as observing how plants grow and to learn about their environment.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Staff plan good opportunities for children to develop their large muscle skills through balancing and climbing. Children use many tools and items of large and small equipment with growing confidence and skill, which is shown in their writing and drawing. They are learning about staying healthy through the daily routine.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children enjoy a wide variety of activities, which give them opportunities to explore colour, texture and shape. They have good opportunities to build and create a range of models with boxes and tubes. Children enjoy using musical instruments and have good opportunities to explore songs rhymes and movement.	
Children's spiritual, moral, social, and cultural development is fostered appropriately.	

OUTCOME OF THE INSPECTION

The provision is acceptable and is of good quality overall. Children are making generally good progress towards the early learning goals. The next inspection will take place in three to four years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- provide written information for parents about the educational programme
- strengthen the programme for communication, language and literacy, by providing further opportunities for children to understand that print carries meaning
- strengthen the programme for knowledge and understanding of the world, by providing opportunities for children to observe investigate features of living things and to learn about the environment in which they live.

The provider must draw up an action plan within 40 working days of receipt of this report showing how the key issues detailed above will be addressed. The action plan must be made available to all parents and to the Local Authority if required. An evaluation of the action taken will form part of the next inspection of funded nursery education.

SUMMARY OF NATIONAL STANDARDS

STANDARD 1 - SUITABLE PERSON

Adults providing day care, looking after children or having unsupervised access to them are suitable to do so.

STANDARD 2 - ORGANISATION

The registered person meets required adult: child ratios, ensures that training and qualifications requirements are met and organises space and resources to meet the children's needs effectively.

STANDARD 3 - CARE, LEARNING AND PLAY

The registered person meets children's individual needs and promotes their welfare. They plan and provide activities and play opportunities to develop children's emotional, physical, social and intellectual capabilities.

STANDARD 4 - PHYSICAL ENVIRONMENT

The premises are safe, secure and suitable for their purpose. They provide adequate space in an appropriate location, are welcoming to children and offer access to the necessary facilities for a range of activities which promote their development.

STANDARD 5 - EQUIPMENT

Furniture, equipment and toys are provided which are appropriate for their purpose and help to create an accessible and stimulating environment. They are of suitable design and condition, well maintained and conform to safety standards.

STANDARD 6 - SAFETY

The registered person takes positive steps to promote safety within the setting and on outings and ensures proper precautions are taken to prevent accidents.

STANDARD 7 - HEALTH

The registered person promotes the good health of children and takes positive steps to prevent the spread of infection and appropriate measures when they are ill.

STANDARD 8 - FOOD AND DRINK

Children are provided with regular drinks and food in adequate quantities for their needs. Food and drink is properly prepared, nutritious and complies with dietary and religious requirements.

STANDARD 9 - EQUAL OPPORTUNITIES

The registered person and staff actively promote equality of opportunity and anti-discriminatory practice for all children.

STANDARD 10 - SPECIAL NEEDS (INCLUDING SPECIAL EDUCATIONAL NEEDS AND DISABILITIES)

The registered person is aware that some children may have special needs and is

proactive in ensuring that appropriate action can be taken when such a child is identified or admitted to the provision. Steps are taken to promote the welfare and development of the child within the setting in partnership with the parents and other relevant parties.

STANDARD 11 - BEHAVIOUR

Adults caring for children in the provision are able to manage a wide range of children's behaviour in a way which promotes their welfare and development.

STANDARD 12 - WORKING IN PARTNERSHIP WITH PARENTS AND CARERS

The registered person and staff work in partnership with parents and to meet the needs of the children, both individually and as a group. Information is shared.

STANDARD 13 - CHILD PROTECTION

The registered person complies with local child protection procedures approved by the Area Child Protection Committee and ensures that all adults working and looking after children in the provision are able to put the procedures into practice.

STANDARD 14 - DOCUMENTATION

Records, policies and procedures which are required for the efficient and safe management of the provision, or to promote the welfare, care and learning of children are maintained. Records about individual children are shared with the child's parent.