



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 105700

DfES Number: 531412

### INSPECTION DETAILS

Inspection Date 19/01/2005  
Inspector Name Beverley Jarrett

### SETTING DETAILS

Day Care Type Full Day Care  
Setting Name Ilys Booker Under Fives Centre  
Setting Address Lower Clarendon Walk  
Lancaster West Estate  
London  
W11 1SL

### REGISTERED PROVIDER DETAILS

Name Lancaster West Children's Community Network 03835048  
1078316

### 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

Ilys Booker Under Fives Centre opened in 1993. It is located in a Housing Estate in North Kensington and operates from 3 playrooms on the ground and first floor. A maximum of 18 children may attend the nursery at any one time. The nursery is open each weekday from 08:00 to 18:00 for 50 weeks of the year. This group receives funding for nursery education but there are no funded children currently attending. All children share access to a secure enclosed outdoor play area.

There are currently 9 children aged from 18 months to under 5 years on roll. The nursery supports children with special educational needs and also supports children who speak English as an additional language, however, there are none attending at present

The nursery employs five staff. Six of the staff, including the manager hold appropriate early years qualifications.

### How good is the Day Care?

Ilys Booker Under Fives Centre provides good care for children.

The staff provide a warm, caring and welcoming environment for children and parents. Staff are appropriately experienced and qualified and have a clear understanding of their role and responsibilities. The nursery creates opportunities for further training and development for staff. This helps staff to develop their skills in meeting the aims of the setting and children's individual needs.

The setting organises the space and resources very well. The premises are safe and secure, with play areas that are bright and full of colour. Staff have an excellent awareness of health and safety issues and potential hazards both inside and outdoors. Staff pay particular attention to developing children's understanding of good hygiene practices. Mealtimes are relaxed, happy and sociable occasions, where children are encouraged to be independent and develop self help skills.

There are a broad range of activities and play opportunities that 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. Staff have a sound knowledge and understanding of the children's needs and interests. A sensitive and appropriate approach is adopted by the staff towards children's behaviour management.

There is a strong commitment to partnership with parents. The nursery displays a notice board and information table for parents, these are full of relevant information and news. Staff make themselves available to give parents daily feedback about their child's developmental progress.

The setting maintains comprehensive and effective records, policies and procedures. However, a review is required of the complaints procedure.

#### **What has improved since the last inspection?**

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

#### **What is being done well?**

- Space and resources are organised well to meet children's needs effectively. Children have access to a very good range of stimulating and interesting activities.
- There is an effective partnership between parents and staff. The key worker system ensures parents are fully consulted about the needs of their children.

#### **What needs to be improved?**

- 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
12	Ensure that the complaints procedure for parents contain contact details for Ofsted and the Disability Rights Commission.

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

### How effective is the nursery education?

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

The quality of teaching is generally good, which promotes children's learning well towards the early learning goals. Staffs' knowledge of the early learning goals helps them to plan and teach a good range of practical activities.

Children are making generally good progress in the areas of personal, social emotional communication, language, literacy and mathematical development. They are developing good skills in early writing and reading and have good opportunities to select books independently. Children are learning about shapes, colours, sequencing, weighing and patterns. However; there are limited opportunities for the more able and older children, to begin to relate to simple addition and subtraction through practical activities.

Children are making generally good progress in their creative and physical development. Staff plan good opportunities for children to participate in daily out door play to develop their large muscle movement. However; children have limited opportunities to learn about the changes that happen to their bodies when they are active

Good support is offered to children with special educational needs and English as an additional language. They work closely other professionals when required to meet the needs of the children.

The leadership and management is generally good. The manager and staff have a good working knowledge of the early learning goals. However; staff do not evaluate activities, in order to consider children's achievements and areas for development.

Partnership with parent is good and contributes positively to the children's progress in learning. Parents are well informed about the educational programme through newsletters and notices. Parents meetings are held annually and provides opportunities for parents to meet with staff formally.

### What is being done well?

- Parents are kept informed about the educational programme and are provided with written reports of their children's achievement.
- Staff have a good working knowledge of the early learning goals. They plan activities to promote children's learning in all areas of the learning goals.
- The quality of teaching is generally good, which promotes children's learning well towards the early learning goals.

- S-Staff make very good use of the accommodation and resources, to encourage the children to develop their independence and to support their learning.

**What needs to be improved?**

- evaluate activities, in order to consider children's achievements and areas for development.
- strengthened the programme for physical development, by ensuring that children learn about the changes that happen to their bodies when they are active.
- strengthened the programme for mathematical development, by ensuring that sufficient challenges are set for the older and more able children, to begin to relate to simple addition and subtraction during practical activities.

**What has improved since the last inspection?**

N/A

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children are learning personal independence, for example washing their hands after using the bathroom. They 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

Children are developing 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 and some familiar words helped, by well labelled equipment and learning resources.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children can count beyond ten and understand that numbers have a value. They are able to sort and compare. They are learning about shapes, colours and sequencing. However, there are limited opportunities for the more able and older children, to begin to relate to simple addition and subtraction through practical activities.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children have good opportunities to build and construct with a wide range of objects, to assemble and join materials. They are learning about the natural world for example, observing and learning about a range of insects. They enjoy exploring and investigating, through a range of practical activities.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children have good opportunities to move around confidently with increasing control and are beginning to show an awareness of space. 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. However, they have limited opportunities to learn about the changes that happen to their bodies when they are active.

**CREATIVE DEVELOPMENT**

Judgement:	Generally Good
------------	----------------

Children enjoy a wide variety of activities, which give them opportunities to explore colour, texture and shape. They enjoy using musical instruments and have good opportunities to explore songs rhymes and movements. They enjoy participating in a wide range of creative activities using a variety of materials.

**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**

- strengthened the programme for mathematical development, by ensuring that sufficient challenges are set for the older and more able children, to begin to relate to simple addition and subtraction during practical activities.
- evaluate activities, in order to consider children's achievements and areas for development.
- strengthened the programme for physical development, by ensuring that children learn about the changes that happen to their bodies when they are active.

*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.*