



Office for Standards  
in Education

## COMBINED INSPECTION REPORT

URN 100559

DfES Number: 515656

### INSPECTION DETAILS

Inspection Date 08/10/2003  
Inspector Name Ann Elizabeth Hector

### SETTING DETAILS

Day Care Type Out of School Day Care, Full Day Care  
Setting Name Sidings Community & Under 5's Centre  
Setting Address 150 Brassey Road  
London  
NW6 2BA

### REGISTERED PROVIDER DETAILS

Name The Sidings Community Centre 02139909 297095

### ORGANISATION DETAILS

Name The Sidings Community Centre  
Address 150 Brassey Road  
London  
NW6 2BA

## 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

Sidings Community Under Fives Centre opened in 1983 and operates from 2 large spacious halls in a community centre on an inner city housing estate.

The group has access to a kitchen, toilets and an enclosed outdoor area. The Centre serves the local community and the children attending reflect the cultural diversity of families from the area.

Transport to the setting is available by a variety of bus routes, Underground and Thames Link Station.

Sidings Under Fives supports children with special needs and children who have English as an additional language.

The setting operates five days per week during school term times and provides a range of services to the local community.

A playgroup operates five mornings each week, with some children attending all day on some days. The crèche provision runs on Wednesday afternoons and all day Fridays.

The summer play scheme caters for under 5's and runs during school holidays, opening from 10.00 am - 4.30 pm.

The After school club for 5 - 8 yr olds operates term time on Mondays and Wednesdays from 4.30 pm - 6.30 pm.

The centre also provides an advice and support group for parents and 'soft bounce' sessions.

The Playgroup has 5 members of staff. The Crèche has 4 staff. The Out of School club has 3 members of staff, with a pool of qualified people to lead specialist

activities including drama, dance and art. More than fifty percent of staff have Early Years qualifications. Sidings Community Under Fives Centre receives support from the Early Years Partnership and Camden's Play Service.

### **How good is the Day Care?**

The Sidings Community & Under 5s Centre offers a good standard of care to the children.

The premises is warm and welcoming and maintained to a good standard. The operational plan for the diverse facilities for the under 5s, ensures staff:child ratios are maintained and that staff have relevant qualifications and childcare experience. Documentation meets the requirements set out in the National Standards, they need to be reviewed and up-dated on rolling basis.

The premises is secure and safety requirements are met. Risk assessments on equipment and toys are carried out regularly, there is access to an outdoor area with suitable equipment. Any safety issues are raised at staff meetings. Fire drills are held regularly and a record made. Sufficient staff are trained in first aid.

Arrangements for food and drink are good; information about children's cultural/medical dietary needs is recorded, children have access to drinks and the kitchen is hygienic with suitable storage.

Stimulating and challenging activities are set out in the room that are suitable for the age range. Staff observe and record children's progress and evaluate areas of weakness, activities will be planned to help them develop their skills. The setting's policy of inclusion encourages the children to respect each other and ensures all the children have access to the equipment and toys.

The partnership with parents is good; the parents are greeted as they arrive, when the children are collected, feedback is given, also fuller feedback their progress is given termly.

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

A method of recording children's progress has been devised; a folder is started and throughout the term pieces of work, photographs, observations and comments on the child's progress are included.

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

- Effective use of staff to meet the needs of the children; staff were available to them without being intrusive. The provision for the children aged two years; the Key workers were attentive and spoke encouragingly to them when participating in the activities.
- The equal opportunities policy is clear and staff implement it during the sessions. Arrangements are made to include children with special needs in

all the activities with some adaptation where necessary and additional staff may be allocated to support them.

- Good procedures in place to ensure premises are secure: the reception area is always staffed and visitors sign in and out; there is a separate entrance for the playgroup the parents are welcomed by staff and children are signed in (and out at end of day). Fire safety requirements are complied with and fire drills are completed at least once a term. Staff at each session are certified First Aiders.
- Parents are welcomed on arrival and are encouraged to settle their children before going to their course. The parent's booklet informs them of the policies and procedures and a notice board keeps them up to date. Two parents' stated they are well informed about their children's progress and they were generally satisfied with the standard of care and activities the children receive at the playgroup.

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

- the review and up date of children's records on a rolling basis.

#### **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.*

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

### How effective is the nursery education?

Children are making generally good progress towards the early learning goals.

Teaching is generally good with some very good aspects. At best, this includes thoughtful questioning of the children, enabling them to think about and develop what they already know and can do. Behaviour is well managed and staff secure in their expectations and methods. Planning is generally good but there are inconsistencies amongst the team's methods for achieving their aims in the six areas. In discussion manager stated that support for children who may be identified as having special educational needs is good and children are fully integrated into activities. Effective support is accessed and staff compile effective records to support their developmental progress. Assessments other than this are generally well written and evaluative. They support staff's knowledge of children's abilities but are not always used to the fullest potential when planning for the six areas. Those children who have English as an additional language are generally well supported and demonstrate increasing confidence when talking and interacting with others as a result.

Leadership and management is generally good. The manager has worked hard to develop consistency amongst the staff team and to ensure staff utilise their individual skills. The manager demonstrates a clear vision of improvements needed to address inconsistencies amongst staff work practices. Regular evaluation of the provision and discussion with staff demonstrates a commitment to ongoing improvements in the group.

The partnership with parents and carers is very good and contributes to children's progress in the early learning goals. Parents are well informed about the groups activities and routines and get to know staff well, parents are encouraged to contribute ideas and their expertise; the latest parent involvement was when 3 parents came in to build a rocket out of cardboard boxes.

### What is being done well?

- Secure leadership and management supports ongoing improvements to the service;
- Staff ensure that children identified as having special education needs are fully integrated into the group.
- Teaching, at its best includes effective questioning and encouragement of children's skills in most of the learning areas.
- Priority to literacy is reflected in children with a fondness of books and increasing imagination.

**What needs to be improved?**

- Inconsistencies in planning aims amongst the staff team;
- more emphasis on developing mathematical ideas and concepts to help children progress in this area;
- more emphasis on extending the children's language by way of questioning and posing problems for them to solve.

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

Improvements since the last inspection have been good. Opportunities have been made in the programme for knowledge and understanding of the world, children now work within a range of activities linked to the outside world recording and photographing their experiences. They have had more access to computers since the last inspection thus improving their knowledge and use of technology.

## SUMMARY OF JUDGEMENTS

### PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Generally Good

Children make very good progress in personal, social and emotional development. They demonstrate increasing confidence and independence and relate well to others around them. Children's behaviour is good reflecting clear expectations from staff. The children relate well to each other within an environment which supports others cultures and backgrounds.

### COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children's progress in communication, language and literacy is generally good. Priority to literacy is demonstrated in children's fondness for books and increasing imagination. They use the sounds that letters make in identifying their names and enjoy stories, often giving the correct word for the story when asked. Children are learning to form letters to their name and most are becoming increasingly confident communicators.

### MATHEMATICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in mathematics is generally good. Children use a range of resources such as sand, water, play dough and construction to problem solve, however, there are many missed opportunities to integrate learning through activities. Role play is well used to sort and match and to increase knowledge and understanding of letters and numbers; in the 'office' area the children attempt to write lists and demonstrate their increasing knowledge and understanding of numbers.

### KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children's progress in knowledge and understanding of the world is generally good. Children have good opportunities to meet people from the local community and further afield; They go to the City Farm and the Seaside. They record what they see in interesting artwork and retell their experiences through stimulating role play scenarios which help them make sense of the world.

### PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children's progress in physical development is generally good and the children show increasing dexterity when using tools and objects during activities. They sing along to music and are learning to hold pencils correctly to help with literacy. They construct and manipulate using bricks, blocks and play dough, for example. There are good opportunities for children to use large equipment when outside but there is limited structure to plans which support large physical development.

**CREATIVE DEVELOPMENT**

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

Children's progress in creative development is generally good. Children use a range of media to express their feelings and ideas particularly when using paint and malleable materials. They explore music and make particularly good use of role play situations to explore and develop their imaginative skills in response to their experiences.

**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**

- Ensure consistency amongst the staff team when planning for children's progress in the six areas.
- Give more priority to promoting children's first languages within curriculum aims.

*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.*