



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 137805

DfES Number: 582984

INSPECTION DETAILS

Inspection Date 26/11/2003

Inspector Name Kim Mundy

SETTING DETAILS

Day Care Type Full Day Care

Setting Name The Heritage Family Centre

Setting Address 161 Pitfield Way
London
NW10 0UW

REGISTERED PROVIDER DETAILS

Name The Heritage Family Centre Limited 02979861

ORGANISATION DETAILS

Name The Heritage Family Centre Limited

Address 161 Pitfield Way
St. Raphaels Estate
Harlesden
London
NW10 0UA

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

Heritage Family Centre opened in 1994. This is situated in a purpose built building on the St Raphael's Estate, in Brent. There is one large group room divided into the six areas of learning, a small room used on occasions for the pre-school children and a separate baby room. There is access to outdoor play facilities. The setting provides a service for children from the local community.

The setting is open for 50 weeks of the year from 08:00 to 18:00, Monday to Friday. There are currently 38 children on role attending various days. This includes 4 funded three-year-olds and one funded four-year-old. The setting provides support for children who have English as an additional language and special educational needs.

There is a manager and eight staff. Six staff hold relevant childcare qualifications and the other two staff are working towards these.

The setting receives support from the Brent Early Years Development and Childcare Partnership and it is currently going for Pre-School Learning Alliance accreditation.

How good is the Day Care?

Heritage Kindergarten provides satisfactory care for children.

The staff work well as a team and are clear about their roles and responsibilities. There is a strong commitment to staff training. The organisation of the nursery is satisfactory. The main play room for 18 months to five year olds requires further organisation in order to meet the needs of all the children attending. At times, the older children's ability to concentrate on activities is disrupted by the younger children. Some of the smaller children have difficulty accessing some activities. There is a suitable range of toys and resources available, although some are well-used and require replacing. Children have opportunities to make some progress in all areas of their development. Staff are kind and caring towards the children. Record keeping is of a good standard and all of the required regulations are met.

The safety of the children is generally good. Yearly checks are carried out to ensure amenities such as the gas supply is safe. The staff carry out fire evacuation procedures four times a year. The nursery is clean, safe and well maintained. However, risk assessments are not recorded.

Children learn good hygiene practises through daily routines. Food is provided by an outside contractor. Meals are nutritious and well-balanced. However, a suitable liquid must be provided to moisten babies food.

Partnership with parents is good. Written information such as policies and procedures; plans of activities; newsletters; and child development reports are provided. Parent's receive daily feedback about their child's achievements and routines.

What has improved since the last inspection?

There were no actions identified at the last inspection.

What is being done well?

- The staff team work well together and there is a strong commitment to staff training. Children are well supported and cared for.
- There is a suitable selection of toys and resources available to meet the developmental needs of the children attending.
- The nursery offers a warm and welcoming environment and the premises are clean and well maintained.
- Staff carry out regular visual safety checks to ensure children's safety within the setting.
- Partnership with parents is good. Daily feedback about children's achievements is provided in each child. Parents are well informed about their child's development.
- There is a named person for child protection at the setting and staff have attended ACPC training. Staff know the correct procedures to follow and children would be protected in their care.
- The organisation of paperwork is good, and the required regulations are met.

What needs to be improved?

- the organisation of the main play room to help older and more able children to concentrate during activities and to provide suitable challenges. The needs of the younger children when accessing activities.
- the arrangements to provide written risk assessments, to ensure that identified actions are taken.
- the provision of a wider range of activities for babies, and to increase toys and resources for all children.

- the provision of space available to those children who do not require a rest.
- the child protection statement to include the procedure to be taken if an allegation is made against a member of staff.
- the provision of a suitable liquid to moisten food for babies, instead of boiled water.
- the behaviour management policy to include the procedure for the exclusion of children from the setting.

Outcome of the inspection

Satisfactory

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
2	ensure that children are grouped appropriately in order to meet all of the children's individual needs.
3	increase the range of activities available to babies and continue to replace and extend toys and resources for all children.
4	ensure that children who do not require a rest, have suitable space in which to play.
6	develop a written risk assessment procedure to ensure identified action is taken.
8	ensure appropriate foods are available to babies.
11	develop the behaviour management policy to include all issues.
13	include the procedure to be taken if an allegation is made against a member of staff in the child protection statement.

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

How effective is the nursery education?

All children are making some progress towards the early learning goals. However, there are significant weaknesses in personal, social and emotional, communication, language and literacy, mathematics, and creative development. Children make generally good progress in knowledge and understanding of the world and physical development.

The quality of teaching has significant weaknesses. This is partly due to the organisation of the play room. At times, staff do not ask enough open-ended questions to develop the children's vocabulary and understanding during activities. The key worker for the funded children has a generally good knowledge of the early learning goals, however activities provided do not offer excitement and sufficient challenge for the more able children.

The manager offers support and guidance to the staff. The setting receives on going support from the early years advisory teacher. The planning; preparation and assessment procedures lack detail and precision. The verbal evaluation of activities is not sufficient to plan the next steps for children's learning. The assessment procedure of children's progress towards the early goals is not carried out regularly.

Partnership with parents is generally good, they are given lots of information about the setting. They receive regular feedback about their child's achievements and a written report twice a year during a meeting with the manager. The parent notice board provides relevant information such as the plan of activities.

What is being done well?

- Children are able to speak clearly, take turns and share. They have good relationships with adults and each other.
- Children have good opportunities to explore role play in the home corner.
- Children are able to select toys and resources independently, and they handle small and large tools with increasing control.
- Children have good opportunities to learn about living things and the environment in which they live.

What needs to be improved?

- the organisation of the play room to help children to be able to concentrate and become highly involved with activities.
- the planning of good quality activities with supporting resources, which are exciting and pitched at the right level to provide suitable challenge for children.

- the identification of specific learning outcomes during activities; the evaluation and assessment process in order to plan the next steps for children's individual learning.
- the opportunities for children to question why and how things happen.
- the opportunities for children to develop their mathematical skills in simple addition and subtraction.
- further opportunities for children to extend their vocabulary when presenting new topics and during discussion times.

What has improved since the last inspection?

At the last inspection the setting was required to develop a consistent approach to teaching in mathematics through number rhyme sessions. There has been some progress in this area.

The setting was required to further develop planning of activities during rest time with emphasis to personal and social development, language and literacy and mathematics. There is limited progress in this area as children do not have sufficient space in which to explore quality activities.

The setting was required to provide challenging opportunities in order to ensure that individual children's needs are met. This is outstanding.

The setting was required to develop a consistent approach to accommodate the challenging needs of children during planned activities. There is limited progress in this area.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Significant Weaknesses

There are significant weaknesses in this area. Children are able to take turns and share. They have good relationships with adults and relate well to one another. Children have opportunities to build on their independence skills when pouring drinks and selecting some materials and tools. Children are not able to become highly involved with activities, which lack suitable challenge and their ability to concentrate is limited due to the age range of children in the play room.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Significant Weaknesses

There are significant weaknesses in this area. Children speak clearly and show awareness of the listener. They are able to explore real and imagined experiences. There are too few opportunities to extend their vocabulary through meaningful discussions; to practise their pre-writing skills through using different mediums; and to explore making up their own stories. Children have opportunities to match letters during practical activities.

MATHEMATICAL DEVELOPMENT

Judgement: Significant Weaknesses

There are significant weaknesses in mathematical development. Children are able to count in familiar context and they are developing mathematical problem solving when weighing, matching and sorting. There are too few opportunities for children to recognise and recreate patterns and to develop their understanding of simple addition and subtraction and grouping of objects. Children are increasing their knowledge of position and size such as big, small, in front and behind.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Generally Good

Children make generally good progress in this area. They have good opportunities to learn about the world they live in through celebrating festivals, investigating snow and growing beans and sunflowers. Children have some opportunities to use information technology such as fax machine and telephones. They enjoy using the computer and are beginning to use the mouse with increasing control. Further opportunities are required to encourage their questioning of how things work and why things happen.

PHYSICAL DEVELOPMENT

Judgement: Generally Good

Children make generally good progress in physical development. They are using a range of small and large equipment with increasing control for example rolling pins and climbing equipment. Children move confidently in and out doors, showing an awareness of others around them. Children have opportunities to find out about the importance of staying healthy, discussing foods and cleaning their teeth after lunch. They have discussed what happens to their bodies for example when active they get hot.

CREATIVE DEVELOPMENT

Judgement: Significant Weaknesses

There are significant weaknesses in creative development. Children are able to explore colour, texture, form and space in two and three dimensions. They use their senses when participating in activities such as exploring sounds and textures of animals. Children have too few opportunities to express their own thoughts and ideas through music, dance and stories. Children are able to sing simple songs from memory. They have opportunities to explore role play in the home corner and doctors surgery.

Children's spiritual, moral, social, and cultural development is fostered appropriately.

OUTCOME OF THE INSPECTION

The provision is acceptable but has some significant areas for improvement. Children progress towards the early learning goals is limited by some significant weaknesses. The next inspection will take place in one to two years time.

WHAT THE SETTING NEEDS TO DO NEXT: THE KEY ISSUES

- Organise the play room to provide opportunities for children to be suitably challenged and to help them to concentrate and become highly involved in activities.
- Plan quality activities to ensure that they are exciting and suitably challenging, and to clearly identify the learning outcomes. Consistently evaluate and assess children's involvement in activities to assist when planning the next steps for children's individual learning.
- Introduce new topics through discussions and extend children's language during all activities.

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.