



**Office for Standards
in Education**

COMBINED INSPECTION REPORT

URN EY136606

DfES Number: 517519

INSPECTION DETAILS

Inspection Date 02/03/2004

Inspector Name Mary Holt

SETTING DETAILS

Day Care Type Full Day Care, Creche Day Care

Setting Name Charlton Family Centre

Setting Address 41-43 Shirley House Drive
Charlton
London
SE7 7EL

REGISTERED PROVIDER DETAILS

Name Ms Irene Grace Dudman

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

Charlton Family Centre opened in 2002. It operates from three converted ground floor flats situated on the Cherry Orchard Estate. This is a residential area in Charlton close to local shops, public transport and community resources.

There are currently 44 children aged one to five years old on roll, this includes three funded three year olds and seven funded four year olds. Children attend for a variety of sessions in both the crèche and full day care facility. The setting currently supports several children with special educational needs and who speak English as an additional language.

The Family Centre opens five days a week during term time only. Opening hours are from 09:30 to 15:30

There are five staff working directly with children in total, all of whom are appropriately qualified in early years and education, one member of staff is currently extending their training. The Family Centre receives support from the Early Years Development and Childcare Partnership (EYDCP) by using the services of a special needs teacher/coordinator. The setting is managed by a parent committee of the Pre school Learning Alliance (PSLA).

How good is the Day Care?

Charlton Family Centre provides good quality care for children.

The premises are safe and well maintained, there is sufficient play space available for children, which is effectively planned and organised. Children have access to a variety of good quality, age appropriate play materials, equipment and activities, which promote their overall development and learning. However, the books accessible on a daily basis in the crèche room do not fully reflect positive images of the wider world. Effective procedures are in place for vetting staff, however, confirmation regarding the suitability of PSLA staff and volunteers needs to be obtained. All required documentation is in place and is securely stored, entries in the

accident book are not always countersigned by parents/carers.

All areas of health and safety are in place. Children are offered drinks and snacks during the day that are well-balanced and nutritious, parents are required to provide their children with a packed lunch. A written child protection procedure is in place and all staff are fully familiar with it.

Staff are aware of the individual needs of children and there is a good balance of child initiated and adult directed activities provided. Staff manage children's behaviour effectively and in a positive manner, children respond well to verbal praise and encouragement.

Good quality written information regarding the setting is provided for all parents. Ongoing information is also shared through regular newsletters and a notice board situated in the entrance area of the premises. There is also an effective system in place to give parents regular feedback regarding their child's care and progress.

What has improved since the last inspection?

A number of actions were made at the last inspection regarding staffing, health and safety and children's individual needs, all were successfully achieved within the agreed timescales.

Additional staff have been employed and staff rotas formulated to ensure that the correct adult: child ratios are maintained during lunch breaks and that a named deputy is present when the manager is absent.

Staff have been supported and enabled to undertake further training and more than half of the staff hold appropriate qualifications. A key worker system has been introduced.

Folding mattresses and individual bedding are available and a quiet area created to provide for children who wish to rest. An effective risk assessment system has been developed for identifying and limiting safety hazards. Parents are given written guidance on suitable and healthy packed lunches.

What is being done well?

- Children are offered a wide and varied range of play materials and activities that are stimulating, age and stage of development appropriate.
- The equipment used and available to children is of good quality; safe, clean well maintained and meets the children's individual needs.
- Staff practice with regard to the management of children's behaviour reflects the setting's policy and procedure; children are spoken to calmly and with respect.
- Partnership with parents is very positive, staff ensure that parents feel welcome within the setting and provide regular communication regarding their child's progress and development.

An aspect of outstanding practice:

The effective key worker system that enables parents to meet with staff on a monthly basis to review their child's care and progress.

What needs to be improved?

- maintenance of the accident book.
- children's daily access to books that reflect positive images of the wider world.
- The procedures for recording that clearance have been taken up on all adults working on the premises.

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 |
|-----|--|
| 1 | ensure that there is an effective procedure for recording that satisfactory clearances have been taken up/obtained for all adults working on the premises. |
| 5 | ensure that children have daily access to books that reflect positive images of the wider world, |
| 14 | ensure that all entries in the accident book are countersigned by parents. |

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

How effective is the nursery education?

Charlton Family Centre provides a vibrant and family focussed environment where children are eager to learn and are making generally good progress toward the early learning goals over all with very good progress in most areas.

Teaching is generally good. Staff are confident with the Foundation Stage and have a good understanding of how children learn in most areas. Staff are very skilled at engaging children, enabling them to use their imaginations and express themselves creatively. Staff are aware of children's individual needs and ably adapt activities to ensure that all children can take part.

There are effective processes in place regarding the support of children with special needs, those learning English as an additional language and the management of children's behaviour. However, the limited opportunities taken for children to link sounds and letters has an impact on children's learning.

Leadership and Management is generally good. Regular staff meetings ensure that communication between staff members is clear and effective, this is reflected in good team work and staff deployment. All staff have regular individual supervision and annual appraisals which are used to encourage personal and professional development and identify training needs. Very good use is made of local training opportunities for individuals by all staff as well as internal training as a whole team. All staff take an active part in planning and assessing children's progress. Systems to monitor the effectiveness of the curriculum for all children are not fully developed.

Partnership with parents is very good. Parents are made very welcome and are actively encouraged to be involved in their children's education and the running of the setting. Parents receive good quality information about the Centre and the Foundation stage of learning. They are kept well informed about their child's progress and development through termly reviews and written reports.

What is being done well?

- Children are independent learners. They access a wide range of well organised resources confidently throughout the day. Children are encouraged to make their own decisions and staff help them to build on their own knowledge.
- Children have frequent opportunities to express themselves creatively through role play, art, design, music and dance. Staff encourage and nurture children's creativity, enabling them to develop their own ideas.
- Parents input and involvement with their children's education is valued and encouraged. Effective induction and review systems keep parents well informed about both the provision and their child's progress; parents are

asked to feed in their own knowledge of their child as part of the process. Parents are regularly asked to give their suggestions for improvement of the service and their knowledge and skills are recognised as an important resource and are well utilised.

What needs to be improved?

- opportunities for children to link sounds and letters within everyday activities to support their learning and progress in reading and writing
- the monitoring of planning to ensure that it is consistent and used to help children progress in all areas of learning

What has improved since the last inspection?

Not applicable.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children's behaviour is good, they form positive relationships with staff and their peers and are able to express their needs. Children are confident independent learners but are also able to co-operate with each other and play together constructively, sharing and taking turns. Children are encouraged to learn about their local community and different cultures and faiths.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Generally Good

Children are fluent speakers engaging readily with adults and peers. They are able to recognise their names, familiar signs and access books appropriately and with enthusiasm. Children confidently access writing materials and enjoy practising their writing skills within other activities. Older and more able children can write their names forming recognisable letters. However, lack of opportunities for children to link sounds and letters impacts on their learning in other areas.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Children are able to count confidently and can recognise numerals. Children can recognise and match shapes, are able to use positional language such as on top, underneath and understand concepts such as bigger than, smaller than. Although opportunities are missed for children to begin to see numerals being used within other activities, this does not adversely affect their recognition of numbers and they enjoy forming numerals within free art and writing activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have daily access to construction toys and confidently plan and create their own designs making good use of resources. They have daily access to technology and programmable toys and access them with confidence. Children investigate and learn about the environment through well researched and resourced activities. They speak naturally about past and present events in their lives and learn about their own and other people's cultures and beliefs through topics and resources.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children move around the room and access activities and equipment easily with an awareness of each other. Children learn about the importance of keeping healthy through a range of topics and everyday routines and activities. There is daily access to a range of equipment enabling children to develop their physical skills.

CREATIVE DEVELOPMENT

| | |
|------------|-----------|
| Judgement: | Very Good |
|------------|-----------|

Children access equipment easily and express themselves readily through art and craft materials. Children are given frequent opportunity and encouragement to use their imaginations naturally and confidently, responding to stories and creating their own scenarios within different play activities. They confidently sing songs from memory and have frequent opportunity to express themselves creatively through the use of music and dance.

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

- Re-evaluate planning and teaching to ensure that children are encouraged to link sounds and letters within everyday activities to support their learning and progress in reading and writing.
- Develop a system which monitors the effectiveness of planning and teaching in all areas.

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.