



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 156225

DfES Number: 533330

INSPECTION DETAILS

Inspection Date 15/11/2004
Inspector Name Maggie Thorp

SETTING DETAILS

Day Care Type Creche Day Care, Full Day Care
Setting Name Chapel End Early Years Centre
Setting Address Brookscroft Road
Walthamstow
London
E17 4LH

REGISTERED PROVIDER DETAILS

Name London Borough of Waltham Forest

ORGANISATION DETAILS

Name London Borough of Waltham Forest
Address Sycamore House, PO Box 416
Forest Road
Walthamstow
London
E17 4SY

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

Chapel End is an Early Years Centre in Walthamstow run by Waltham Forest Local Authority. It is attached to Chapel End Infants School. The head teacher is also the centre head. It opened in 2000 and operates from purpose built premises. Children use 2 classrooms, a group room for 2 to 3 year olds, an extended day room, hall, sensory room, dining room and crèche room. Rooms for adult use include 2 offices, a meeting room, staff room, parents' room, kitchen and a wing for therapeutic services and adult education.

Children have direct access to outdoor play from their rooms and all the children use the woodland area, which is also owned by the centre.

The nursery is open each weekday from 08.00 to 18.00 for 48 weeks of the year. In school holidays the service continues for extended day children. Children have full and part week places. A maximum of 80 children may attend the centre at any one time and there are 102 on roll. Currently, there are 12 children aged 2 and 90 are 3 to 5 year olds. There are 30 children aged 3 and 60 aged 4 in receipt of nursery education funding and 44 children have extended day places. The NHS has 5 day care places and there are 12 places for children in need. In addition there are 35 places in the crèche for the children of those attending adult education sessions. The centre currently supports a number of children with special educational needs, and also supports a number of children who speak English as an additional language.

The nursery employs 39 staff. The manager holds a level 4 early years qualification, the senior teacher and 2 other teachers have teaching qualifications. There are 20 staff with level 3 and 2 with level 2 qualifications and 9 unqualified part time staff. Staff attend ongoing training and are part of Waltham Forest Early Years Partnership. The centre has a cook, kitchen assistant, site manager, office manager, bilingual support worker, crèche co-ordinator, 2 outreach workers and childminder co-ordinator.

How good is the Day Care?

Chapel End Early Years Centre provides very good care for children. This is underpinned by good management and a well qualified, committed staff team. All the rooms children use provide them with well resourced, stimulating environments. The outdoor play spaces and the woodland area are extremely well laid out and resourced. Good record keeping systems and regularly reviewed policies are in place. However, there are weaknesses in the content and dissemination of the child protection policy.

Good systems are in place to keep children healthy and safe. Healthy snacks and teas are offered and great care is taken to meet children's dietary needs. Currently, lunches are less healthy but good plans for cooking lunches on the premises are in place to improve this. Children with special educational needs are supported very well. There is very good liaison between staff working in the hearing impairment unit on site and centre staff. Parent participation, resources and activities encourage children to value their differences and similarities.

Staff are warm and responsive to the children. They plan and provide activities that are well matched to children's ages and interests. The extended day is very well organised to meet children's needs and be fun. The provision in the new group for two year olds is very well planned. However, planning, routines and key working systems are yet to be fully developed so that the high quality of care is maintained when the group is full. Children's behaviour is generally good and well supported by the staff. Children are learning to negotiate with each other over differences.

The partnership with parents is good. Parents' views of their children are recorded and respected, they are able to slowly settle children in. However, there are gaps in the written information parents receive. Parents help with activities, attend workshops and are on the governing body.

What has improved since the last inspection?

The centre has developed a written procedure for what to do if a child is lost or not collected. This was the one action agreed at the last inspection and further improves children's safety.

What is being done well?

- The centre has a very well qualified, experienced staff team who are constantly reviewing and evaluating their practice to offer the very best they can to children.
- The two year olds enjoy a rich choice of activities which are pitched just right for their stages of development and interests.
- Outdoor play is excellent for all the children. Each of the areas are well designed and resourced, providing opportunities for drawing, using books, pretend play and exploring nature as well as climbing and large physical games.

- The organisation of staffing, resources and environment is very well thought out to ensure the quality of care and stimulation is as high for children attending the extended day care and the crèches as for those present during core hours.
- Children's safety and security is well provided for. CCTV, swipe cards and ensure access to the children is carefully monitored and controlled. Fire safety is very well risk assessed.
- Partnership with parents is given a high priority. Many opportunities are provided for parents to contribute to the children's play and learning and to acquire new skills at the groups and workshops run at the centre. These are made more accessible by the provision of crèches.

What needs to be improved?

- written information for parents
- child protection information
- development of planning and key working systems for 2- 3 year olds

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
2	Continue to develop the planning and key worker system to further enhance the care and development of the two year olds.
12	Include more written information for parents about Ofsted's role and contact details and the centre's duty of care regarding child protection.
13	Provide more comprehensive information in the child protection policy and ensure all staff become familiar with this as part of their induction.

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

How effective is the nursery education?

Chapel End Early Years Centre provides very good quality nursery education which enables children to make very good progress towards the early learning goals.

The quality of teaching is very good. The staff team are very well qualified and experienced, They involve themselves in children's play to extend and enrich children's experiences and encourage children's independent learning and creativity very effectively.

Comprehensive plans ensure children are able to explore all aspects of the six learning areas. Each child's progress is monitored and next steps planned. This is recorded in profile books alongside photographs and samples of work and these are shared with parents. Some areas are more fully documented than others.

Time and resources are organised well to enable children to make choices, and to follow through their ideas and develop their understanding. The large group times include some very animated storytelling and provide good opportunities for most children to plan and review their day.

Children with special educational needs receive good individual support and their progress is carefully monitored. Children who speak English as an additional language are helped to communicate and to join in activities. However, a few children find this difficult at large group times.

The management and leadership of the centre is excellent. The management team have well defined roles and responsibilities and provide a clear lead on good practice through discussion, documentation and by providing good role models. They have built monitoring and evaluation into all aspects of the provision. They recognise and support what is good and seek to continually improve. This has filtered down to produce a strong enthusiastic and knowledgeable staff team.

Parent involvement is very well planned for. Parents participate in children's activities especially at festival times; help on outings and attend workshops, for example in promoting children's numeracy.

What is being done well?

- The management team provide a clear lead and have a strong commitment to continual improvement.
- The skilled staff team are very aware of the potential learning of both planned and spontaneous activities and of their role in maximising these opportunities. Cooking activities help children understand half and three quarter quantities, an adult joining children in the home corner leads to them reading her a bedtime story.

- The indoor environment is extremely well planned and resourced to foster children's learning and independence. The many workshop areas stimulate children's creativity and desire to explore and learn.
- The woodland area is excellent. It stimulates children's natural curiosity in insects, animals and birds and enables them to recognise seasonal changes and learn how to care for trees and plants.
- Children's block play is very well developed. The complex structures they make show children's growing creativity and understanding of shape and space.

What needs to be improved?

- support for the few children who struggle to stay involved at large group story times
- the balance and regularity of information recorded children's assessment profiles

What has improved since the last inspection?

The last inspection did not raise issues for improvement in the nursery classes.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement: Very Good

Children are very independent, they select their own resources from the workshop areas and are very focussed when working alone or with their friends. Children's self help skills are good and they are confident about enlisting an adult's or each other's help when needed. Children are learning how to solve their own disputes and some children help reunite friends that have quarrelled. Children enjoy sharing and finding out about each others faiths especially when their parents help with this.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement: Very Good

Most children can explain and discuss their ideas and listen to others at large group story times, in pretend play or during creative activities. Their early reading and writing skills are good. Children make good use of the opportunities to read and write all over the centre. Many can recognise the children's names in their class, they write to label their work, make cards or to write in the diary when playing in the home corner. They enjoy sharing books and can retell familiar stories.

MATHEMATICAL DEVELOPMENT

Judgement: Very Good

Many children can count up to 15 and above and some can say and write large numbers. Children accurately measured and recorded 29cms, measured cups and half cups in cooking activities. They add and subtract with increasing skill when playing computer maths games. Children know the names of shapes, and describe and compare sizes. Some children are very interested in pattern making and symmetry. They have a good concept of position, this is aided by action songs sung at the end of story times.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement: Very Good

Children have a very keen interest in the natural world. They are fascinated by their discoveries in the centre's woodland area. This stimulates much discussion and recording of findings. Children's building and designing skills are excellent particularly in block play. Complex structures are produced, one being carefully made to be completely symmetrical. Children are confident with technology, they can use computers and digital cameras. They are learning a lot about each others' cultures.

PHYSICAL DEVELOPMENT

Judgement: Very Good

Children have very good co-ordination and their sense of space is good. They move freely and safely between indoor and outdoor play and are developing excellent climbing and balancing skills. They use brushes, scissors other tools competently and can pour with control. Children learn about their bodies as they draw the centre's life size skeleton and find the bones their own bodies. They use the wide range of large and small equipment available throughout each day skilfully and safely.

CREATIVE DEVELOPMENT

Judgement: Very Good

Children are very creative and able to develop their own ideas as they engage in open ended activities with drawing materials, paint, construction and recycled materials. They explore famous artist's work and produced geometric paintings in the style of Kandinsky. Children's imaginative play is very well developed. They create story plots, negotiate roles and act them out very expressively. Children sing, move to music and use instruments with confidence and enthusiasm.

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

OUTCOME OF THE INSPECTION

The provision is acceptable and is of high quality. Children are making very 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

There are no significant weaknesses to report, but considerations should be given to improving the following:

- Points for consideration:
- implement plans to develop more small groups to support the few children who struggle to stay involved at large group story times
- continue to monitor and develop the writing of children's progress records so children's progress is recorded regularly and given the appropriate weight in each aspect of the learning 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.