



Office for Standards
in Education

COMBINED INSPECTION REPORT

URN 105683

DfES Number: 501366

INSPECTION DETAILS

Inspection Date	31/10/2003
Inspector Name	Bharti Vakil

SETTING DETAILS

Day Care Type	Out of School Day Care, Full Day Care, Creche Day Care
Setting Name	Clare Gardens Family Centre
Setting Address	349 Westbourne Park Road London W11 1EG

REGISTERED PROVIDER DETAILS

Name	Royal Borough of Kensington and Chelsea
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ORGANISATION DETAILS

Name	Royal Borough of Kensington and Chelsea
Address	Town Hall, Hornton Street London W8 7NX

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

Clare Garden Family Centre opened in 1974. The Centre is run by the Local Authority. It is based in a single storey building in the a residential area of North Kensington. It consists of 4 play rooms, a meeting room, an office, a kitchen, a milk kitchen, a laundry room, hallway, a staff room, and separate toilets for children and adults. There is an enclosed outdoor play area available to children.

The Centre provides a range of services to children and families who meet the admission criteria. The services include a day nursery, a crèche, a drop-in, a holiday play scheme, various parents support groups, a home safety scheme and a pre-school. The pre-school that operates on the premises is inspected separately as it is registered with a different provider. There are currently 56 children from 1 to 5 years old on roll. This includes 5 funded 3 year olds and one funded 4 year old. There are currently no funded children with special needs ; however the Centre supports a number of children with special needs and who speak English as an additional language. Children attend a variety of sessions. The Centre serves children and families from a wide geographical area.

This inspection focused mainly on the day nursery.

The Centre opens 5 days a week from 08:00 to 18:00 for 51 weeks of the year for children under the age of 5 years. It also cares for children up to the age of 8 years during some school holidays.

13 full-time staff including the manager, the deputy and the administrative worker are employed to work at the Centre. All staff have recognised early years qualifications. Ancillary staff are also employed and include a cook, an assistant cook and cleaners.

A qualified teacher acts in a consultancy role through the Early Years Day Care Partnership (EYDCP).

How good is the Day Care?

Clare Garden Family Centre provides satisfactory care for children.

The Centre focuses on providing an environment where children can learn through play. The planning of activities is based on the Early Learning Goals. There is a good balance of structured activities and self directed play that helps children to make progress in all areas of their development. Staff have knowledge of children's needs. They provide support for children with special needs, who are fully integrated into activities.

The children are grouped together in the play rooms according to their ages and stages of development. The Cygnet room is the main base room for children aged 1 to 2 years old; children aged 2 to 3 years use the Group room, which can be divided into two areas the Butterflies and the Hedgehogs; the Pre-school room is mainly used for children over the age of 3 years. The Crèche room is a multi purpose room used to run a variety of crèches for children over 6 months old, mainly to provide some respite to parents. During some school holidays the Crèche room is used for running a play scheme for children from 3 years old to 8 years old.

Most aspects of health and safety are satisfactory however the boundary for outside play area is unsafe. This issue has been outstanding since the last inspection.

The required policies and procedures are generally in place. Some need reviewing to ensure they include the required information. There are suitable arrangements to keep the required records, however some lacked the necessary details.

There is a strong partnership with parents and other agencies, this enables the appropriate care given to the children.

The provider has failed to notify Ofsted of all staff changes, this is a breach of regulation set

as part of the Children Act 1989 Part XA. The actions raised for improvements as part of this inspection are legal requirements that must be adhered to.

What has improved since the last inspection?

As agreed the Centre carried out risk assessment of the use of overhead electric heaters in children's play rooms and identified that they are low risk.

The back gate has been repaired and is kept locked, children cannot leave the premises unsupervised.

All hazardous items are now inaccessible to the children.

What is being done well?

- The Centre provides a warm and welcoming environment. A range of

resources reflect positive images of various cultures and backgrounds. There are inviting posters, information boards and displays of children's work. Space and resources are organised to meet children's needs effectively.

- The staff team work well together and have good understanding of their roles and responsibilities. Children are well supported and cared for.
- There is a good range of toys and activities for children that offer interest and enjoyment. Staff are suitably deployed which enables children to receive appropriate supervision. The organisation of the resources enable children to make their own choices.
- The range of resources and activities supports all areas of children's learning and development. Staff observe and record what children do, to help them plan the next steps in children's learning. The children are involved and interested in the various activities.
- Staff manage children's behaviour according to their age and level of understanding in a sensitive manner. There are clear guidelines for acceptable behaviour at the setting. Children learn good behaviour which is encouraged and praised.
- Staff have a positive attitude to the inclusion of children with special needs in activities and daily routines. Where appropriate, they adapt activities to meet children's needs.
- Staff are active in promoting good hygiene through daily routines, children learn good practises such as hand washing.
- Children are offered nutritious and freshly prepared meals. These take into account the children's individual dietary requirements.
- Parents receive good information about the setting and their child's developmental progress. Staff are available to talk to parents on a daily basis and provide regular update about their child's progress at planned meetings.

What needs to be improved?

- the provider must notify Ofsted of all significant changes including staff changes, mainly before the change is likely to happen; where this is not possible within 14 days of the event
- the provider must ensure that all staff and adults working with children return the completed DC2 forms to Ofsted as soon as possible so that the required checks can commence
- the daily records must include the arrival and departure times that each child and staff attend
- there must be a written procedure for lost children
- the provider must ensure that the boundary of the outdoor play is safe to prevent members of public gaining entry
- risk assessments must be carried out to determine the level of risk that may be posed by leaving the kitchen door ajar especially whilst cooking is taking

place

- the medication and accident records should include staff's full names and not just their signatures
- the accident record book must be reviewed regularly to identify any trends or recurring causes of injuries
- the complaint procedure must include the address and telephone number of Ofsted
- all records must be stored securely.

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 must take the following actions by the date shown

Std	Action	Date
1	Inform Ofsted of any changes of staff, before the event wherever possible. Where this is not possible inform Ofsted within 14 days of the event.	31/10/2003
1	Ensure that all new staff working with children return the completed DC2 forms to Ofsted.	30/11/2003
2	Ensure that a written procedure for a lost child is devised and available for the staff team to follow.	30/11/2003
2	Ensure that children's daily attendance records include arrival and departure times.	03/11/2003
4	Ensure that the boundary of the outdoor play area is safe to prevent members of public gaining entry.	30/12/2003

The Registered Person should have regard to the following recommendations by the time of the next inspection

Std	Recommendation
6	Ensure that the risk assessments include, the kitchen door which is left

	open whilst cooking is in progress.
7	Ensure that the accident and medication records include staff's full names for future reference.
7	Ensure that the accident record book is reviewed regularly to identify any trends or recurring causes of injuries.
12	Ensure that the complaint procedure includes address and telephone number of Ofsted.
14	Ensure that all records are stored securely.

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

How effective is the nursery education?

The education programme for Clare Gardens family centre is generally good.

Children are learning through a balance of well planned stimulating and practical activities.

Teaching is generally good with some good aspects. Staff have a good understanding of the early learning goals and use this knowledge to plan the educational curriculum and teach a good range of practical activities. The key strengths in communication, language and literacy are due to the staffs ability to skilfully question and engage children in conversation, extending their vocabulary. Children with English as an additional language and developmental delay are supported very well by a Speech Therapist and other specialist agencies. Staff ensure the educational plan meets the needs of all children, particular the weekly language sessions that are provided for them.

The key strengths in creative development are due to children having the freedom and the choice to lead some activities and explore the activity fully. Staff closely monitors children's assessments. Staff are able to evaluate and assess the educational programme, which links children's learning to the early learning goals. This enables staff to plan for the next step in their learning.

Leadership and management is very good. The manager and deputy work to support staff and ensure that the education programme is planned to meet the individual needs of all the children. Staff are provided with opportunities to attend further training, to improve working practices within the provision and to further their professional development.

Partnership with parents is very good. Staff meet with parents after three months of a new child's attendance to discuss their children's education plans. Review meetings are held every six months; parents and other agencies involved in the care of the children are invited to attend to discuss the children's progress.

What is being done well?

- The centre provides a stimulating environment in which children can socialise and participate in a range of challenging practical activities.
- Staff have a good understanding of the early learning goals and are able to plan activities to meet the needs of all the children.
- Staff monitor children's assessments and are able to plan well for the next stage in their learning.
- Children with special educational needs and English as an additional

language receive very good support from staff and specialist agencies.

- Children are provided with good opportunities to become aware of their environment and of other cultures, through activities and play equipment.
- Parents are actively involved in their children's learning and are invited to attend regular review meetings.
- Staff are confident in their management of children's behaviour and are forming good relationships with them.
- The nursery has formed close links with Early Years Development Child Care Partnership and receives support with planning the educational programme and training for staff.

What needs to be improved?

- Extend opportunities for children to closely observe, explore and investigate living things, for example mini beast.
- Provide opportunities for the more able children through phonics to understand the meaning of sounds.
- Provide more opportunities for the more able children to solve simple mathematical problems through practical every day activities for example, calculating, addition and subtraction.
- Written assessment records of children progress to be updated regularly.

What has improved since the last inspection?

The planning format has changed to reflect the six areas of learning. Staff have attended training in order to gain more understanding of the early learning goals and are able to plan activities incorporating the early learning goals clearly.

Staff plan activities to encourage and develop children's early writing, this is evident in the children's development profiles. Musical tapes are used to encourage children to recognise letters by shape and sound. Staff have received speech and language training.

Staff have attended training in the foundation stage. This has enhanced their knowledge in order to use every day activities and the daily routine, to help children to develop their understanding of numbers and to solve simple mathematical problems.

SUMMARY OF JUDGEMENTS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in this area, they are able to select their own activities and display high levels of involvement during activities. Children are forming good relationships with adults, they behave well and are co-operative during play. Children are confident and are able to sit and listen attentively to stories and during group activities. Children are able to learn, value and celebrate each others culture, through activities and play equipment.

COMMUNICATION, LANGUAGE AND LITERACY

Judgement:	Very Good
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Children are making very good progress in this area. Staff use story props, such as finger puppets during story time, encouraging participation. Children are able to select and read books independently. Children are encouraged to develop their imagination, through reading a story to the group. Children with English as additional language are supported well by staff and a Speech Therapist. Staff provide good opportunities for children to understand that print carries words and meaning.

MATHEMATICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in this area. Children are able to match and compare using size such as, small, big, heavy, light, length and width. Children are learning to count through practical activities for example during snack and lunch time. Numbers are on display around the premise giving opportunities for children to become familiar with numbers. Children are able to sort and are learning about shapes and patterns through practical activities.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Judgement:	Generally Good
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Children's progress in this area is generally good. Children have good opportunities to build and construct with a wide range of objects. They are able to use tools competently. Children have the opportunity to use the computer independently. Children find out about past and present events. They are learning about time through the daily routine and activities.

PHYSICAL DEVELOPMENT

Judgement:	Generally Good
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Children are making generally good progress in physical development. Children are able to manipulate materials and objects by picking up, releasing, arranging and posting. They are developing fine motor skills by handling tools with increasing control. Children are learning about their bodies and the importance of keeping healthy, through activities and the daily routine. Children have lots of opportunities to develop gross motor skills through climbing running and balancing.

CREATIVE DEVELOPMENT	
Judgement:	Generally Good
Children's progress in this area is generally good. Children have opportunities to explore different mediums and materials. They have opportunities to use musical instruments and are able to explore movement. Children have options to explore colour in a variety of materials, for example paint, crayons, play dough, corn flour, water and sand play. Children have opportunities to use their imagination, through role play and during story time sessions.	

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

- Extend opportunities for children to closely observe, explore and investigate living things, i.e. mini beats, insects etc.
- Provide opportunities for the more able children, through phonics to understand the meaning of sounds.
- Provide opportunities for the more able children to solve simple mathematical problems through practical activities for example, calculating, addition and subtraction.

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.