

# 1st Place Children and Parents' Centre

Inspection report for early years provision

---

**Unique reference number**

EY311475

**Inspection date**

13/09/2010

**Inspector**

Josephine Geoghegan

**Setting address**

Chumleigh Street, Burgess Park, London, SE5 0RN

**Telephone number**

0207 7408070

**Email**

**Type of setting**

Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## **Description of the setting**

1st place Children and Parents Centre has been registered 2005. They operate from a purpose built single storey building in the Walworth area of the London borough of Southwark. The self-contained nursery is located within the centre and comprises of three group rooms which all have direct access to the enclosed outside play area. Internally all group rooms lead to the Piazza which is a shared educational and social space used by all children. The nursery shows regard to the Early Years Foundation Stage and promotes an individual approach to early education which has been influenced by the early education practice of Reggio Emilia in Italy. The nursery is open from 8am to 6pm weekdays for 50 weeks per year. The setting is registered on the Early Years Register and on the compulsory part of the Childcare Register to provide care for 54 children under eight years, of these no more than 54 may be in the early years age range. There are currently 69 children on roll in the early years age range, of these 22 children use English as an additional language and six children have identified special educational needs and/or disabilities. The setting is also registered on the voluntary part of the childcare register. The staff team comprises of 21 staff who work with the children, of these 18 staff hold recognized childcare qualifications. The setting also employs a team of bank staff, a cook and a cooks assistant, a premises officer and administrators.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is outstanding.

The setting has made exceptional progress since the last inspection. The well established staff team maintain consistently high standards of practice in all group rooms. They have embraced the ethos of the Early Years Foundation Stage, implementing a broad range of policies, systems of evaluation and assessments of children's progress which promote their welfare, learning and development effectively. The innovative approach to child centered learning is enthusiastically implemented by all staff who strive to attain continuous improvement to the quality of their service.

## **What steps need to be taken to improve provision further?**

To further improve the high quality early years provision the registered person should consider:

- extend opportunities for children to develop their awareness of technology, in this case the use of the computers.

## **The effectiveness of leadership and management of the early years provision**

High regard is given to safeguarding children and promoting their welfare. Robust systems are in place to ensure the suitability of staff, including appropriate vetting checks, induction programmes and ongoing systems of supervision and appraisal. Staff attend relevant training regarding safeguarding children and protecting them from harm, ensuring they are able to take prompt action if they have any concerns about children's welfare. All required documentation is in place which is used appropriately and shared with parents. A broad range of policies and procedures are in place that are implemented successfully by staff and shared with all parents when their children begin. Methods of promoting safety for children and all users of the centre are well established. Robust security systems are in place and risk assessments relating to the setting, outings and any changes that take place are conducted by staff and the premises officer. Promoting equality and diversity is embedded in staff practice. For example, inclusion of children who have identified special educational needs and/or disabilities is extremely effective. This is due to the professionalism of the highly trained staff and flexible organisation of resources. In addition, the educational programmes support children's learning about diversity in meaningful ways. Resources are deployed effectively as excellent use is made of time and space, ensuring children have access to activities that promote all areas of learning while being supported well by staff. In addition, operational procedures are implemented successfully. For example, staff have adequate time to complete their assessments of children's progress and join together for planning and evaluation meetings. The key person system is well established and additional bank staff are employed to cover any staff absence; as a result children benefit from being cared for by familiar staff at all times, promoting their sense of security.

Excellent systems are in place to evaluate the educational programmes and a thorough and realistic self evaluation of the setting has been completed by staff. In addition, the needs of all users are considered as parent questionnaires are evaluated and used to inform future planning. Driving improvement is embedded in practice and all recommendations raised at the last inspection have been met appropriately. Engagement with parents and working in partnership with others is exceptionally well organised, as a result the individual needs of all children are catered for effectively. Parents spoken to during the inspection report that communication between themselves and staff is very good. They feel that their children are safe, have good relationships with staff and are happy while attending the setting. Parents are kept well informed about their children's progress. They are offered a range of information about the setting and regular news letters. They participate in a gradual settling in procedure, ensuring their children feel secure before they leave.

## **The quality and standards of the early years provision and outcomes for children**

Excellent systems are in place to ensure adults support children's learning and development effectively. The Key worker system is well established, as a result children's individual needs are monitored and catered for. Good organisation ensures children are constantly supervised at all times. The purpose built learning environment promotes a child centered learning approach effectively. The group rooms are located around the internal piazza which provides a large communal space for children of all ages to socialise and join together for planned activities and meal times. The Piazza includes a well equipped creative studio and role play area, construction, soft play and a lights and shadow area. In addition, children use this area for Tae Kwondo sessions with a peripatetic teacher. High regard is given to developing children's creativity and this is evident in the wall displays of children's creative projects and photos of children participating in activities and outings. Children have access to the outdoor play area from all group rooms enabling them to join together for outdoor play and move freely between the group rooms. The outside play area is well organised with plenty of space for children to engage in physical play activities while using the large fixed climbing equipment, areas to explore nature and use a variety of resources that reflect all areas of learning.

Excellent systems are in place regarding the assessment of children's progress and planning activities that meet their individual needs; these systems are used consistently by staff in all group rooms. Staff make observations of children's progress which are linked to the areas of learning; they attend weekly meetings where they track children's progress and plan activities that reflect their interests and learning needs. Staff use children's learning journeys which are supported by observations, photos and samples of their creative work to collate regular written reviews of their progress which are shared with parents. Children, parents and staff benefit from the clear methods that have been established to support children's transitions to other group rooms or to school.

Robust systems are in place to support children who have identified special educational needs and/or disabilities. Staff work closely with other agencies to ensure children's needs are met. For example, staff work with physiotherapists to ensure children's physical care needs are met and work with educational psychologists to devise systems that aid children's communication, such as object reference. Staff are guided by the support of the nursery special educational needs coordinator (SENCO) and also work closely with local authority inclusion team. This collaborative approach ensures documentation is used effectively to support children's learning and development. For example, all staff and other agencies working with the children contribute to their individual education and care plans, common assessment framework (CAF) documents and team around the child (TAC) meetings. This ensures that any learning and development aims for

individual children are realistic and avoids duplication by the multi-agency teams working with each child.

Children are able to participate in a broad range of both indoor and outside activities and benefit from a good balance of adult-led and child-led activities that promote active learning effectively. Staff give high priority to safeguarding children and promoting their welfare. They ensure children are aware of expectations of their behaviour and modes of conduct that promote their safety. Children's good health and well being is promoted effectively as staff implement high standards of hygiene practice that help stop the spread of infection, for example during nappy changing and toilet routines and at meal times. In addition, shoe covers are used in the baby room, younger children use cups which are labeled with their names and children's bedding is labeled and laundered regularly. Staff demonstrate a clear awareness of protocols regarding specific health needs of individual children and ensure children's individual needs are met, for example; supporting children with disabilities who use alternative feeding methods. Children benefit from a balanced diet of freshly prepared meals that are cooked on the premises. They have constant access to fresh drinking water, enabling them to remain hydrated throughout the day. Children enjoy a variety of fresh fruit at snack times, enabling them to develop healthy eating habits. Their individual dietary needs are known and records are shared with parents regarding food and drink intake of babies.

Children benefit from extensive range of good quality toys, equipment and books that support their learning and developmental needs in all group rooms. Children's physical care needs are met well as they have access to a wide variety of furniture and equipment that is suitable for their age and stage of development, such as a range of appropriate height chairs for children of differing age groups. Older children have played an active role in designing the layout of their group room, selecting the furniture and accessories to create a homely area where they can relax and participate in quiet activities. Resources are stored at low level, enabling children to make choices and follow their own interests during both indoor and outside play. The large outdoor play area is fully enclosed with areas of safety surface around climbing areas and large areas for children to move freely and safely while using a range of equipment. The outside play area is well designed providing covered areas which enable children to participate in outdoor play in all weather along with plants and trees that provide walkways and cosy areas for children to explore.

Children make excellent progress in all areas of learning. They are confident learners who make good use of their learning environment. They select resources and work independently and enjoy both free-play and group activities. Children benefit from sociable meal and snack times where staff and children sit in small groups, holding conversations and creating a relaxed atmosphere. Children are well behaved and respond appropriately to expectations of their behaviour. They are able to share and take turns during play and younger children are supported well by staff in learning these expectations. Children respond positively to well established routines and take responsibility for their environment as they help tidy away toys. Children's language skills are enhanced as staff engage older children in lots of conversations and ask questions that make them think. Younger children have good opportunities to develop their speaking and listening skills. For example,

staff are attuned to the language attempts and gestures of younger children and babies; they speak clearly to children, for example when giving verbal directions. Children of all ages use books purposefully for pleasure. They enjoy group song times and join in enthusiastically, clapping and creating the actions to familiar songs. Children are developing good writing skills. For example, younger children make purposeful marks and older children create representational drawings of people and add emergent writing.

Children have good opportunities to solve problems as they use a range of construction sets to create objects. They develop their awareness of space and shape while using blocks and use a range of accessories in the sand and water trays effectively. Older children are able to count accurately in excess of ten and show a keen awareness of number during play. Children are able to gain hands on experience of nature and living things as they grow squashes and flowers in the garden and care for the giant land snails and fish that are kept in the group rooms. Children participate in exciting projects such as using cameras and being creative with their photos to explore their self image. Children's awareness of technology is enhanced through the use of cameras and computers, although computers are less well utilised. Children are able to explore water movement as they use the large pumps with cascades in the outside play area. They participate in activities that help them learn about cultures and beliefs and use resources that reflect all people in the community.

Children show skilful use of hand held tools, for example, they use a range of utensils in sand and water trays and older children confidently use scissors. Children show good coordination as they use the large climbing apparatus and slide. They use wheeled toys and run around showing good spatial awareness. In addition, they participate in planned activities, such as the Tae Kwando sessions where they develop their skills of movement and balance. Children have excellent opportunities to develop their free creative expression while using a broad range of paint collage and malleable materials. They enjoy using the large easels and have access to the well resourced creative art studio. Children freely engage in role play, for example; younger children imitate cooking while making birthday cakes in the sand and older children dress-up and enact their favourite story for their friends.

Children adopt healthy lifestyles as they have excellent opportunities to experience fresh air and exercise throughout the day. They make healthy choices at mealtimes regarding foods they would like to eat and younger children are supported well in developing their feeding skills. Children are helped to feel safe as staff offer constant support and guidance. Children seek comfort from staff if they are upset and younger children are offered lots of cuddles, helping them feel secure.

Children show a positive contribution to their learning environment. They interact positively with each other and staff, showing good relationships as they play, talk and laugh together. Children have outstanding opportunities to develop their skills for the future. This is evident in the broad range of exciting activities and ethos of child centered learning, coupled with highly effective systems of monitoring children's progress and planning for the individual learning and developmental needs.



## Annex A: record of inspection judgements

### The key inspection judgements and what they mean

*Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality*  
*Grade 2 is Good: this aspect of the provision is strong*  
*Grade 3 is Satisfactory: this aspect of the provision is sound*  
*Grade 4 is Inadequate: this aspect of the provision is not good enough*

### The overall effectiveness of the early years provision

<b>How well does the setting meet the needs of the children in the Early Years Foundation Stage?</b>	1
The capacity of the provision to maintain continuous improvement	1

### The effectiveness of leadership and management of the early years provision

<b>The effectiveness of leadership and management of the Early Years Foundation Stage</b>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## **Annex B: the Childcare Register**

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met