

Kintore Way Childrens Centre

Inspection report for early years provision

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Inspection date

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Inspector

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Type of setting

Childcare on non-domestic premises

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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.

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Description of the setting

Kintore Way Children's Centre Day Care opened in 2006 and operates from four rooms in a purpose-built building with full facilities for the disabled adjacent to Kintore Way School. It is situated in Bermondsey, South London. A maximum of 34 children may attend at any one time and there are currently 36 children on roll; the centre also provides out of school care and there are 20 children on roll and a crèche. The centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare register. The centre is open each weekday from 08.00 to 18.00 for 49 weeks of the year. Children attend from 8.15 until 17.45 in the day care. All children share access to a secure enclosed outdoor play area. The centre supports a number of children with learning difficulties and/or disabilities as well as children who speak English as an additional language. The centre employs 11 staff to work with the children in the day care provision, nine of whom are qualified and two in the before and after school club who hold appropriate early years qualifications and who are known to the children because they work in the nursery. The setting benefits from working with many other providers of early years education and care.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The day care for children up to the age of three and the before school and after school club for those children who are in the nursery is good. It is fully inclusive and children are respected and valued. Children's evident enjoyment is heard in their laughter and seen in their smiles. The Senior Practitioner cares passionately and staff carry out their duties effectively. Everyone here is committed to making the setting even better. Parents have great confidence in the setting. The Centre has a good capacity for further improvement.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- write a risk assessment for the wearing of outdoor shoes by adults in the Orchard and Desert rooms where young children play and explore on the floor
- update and regularly review the statutory policies required of the setting
- develop the outside area to stimulate children's curiosity in numbers and mark making and support their learning in the world around them.

The effectiveness of leadership and management of the early years provision

There are measures in place for the care and safety of all children. Policies and procedures are in the process of being up dated to reflect current legislation. There

is not a rigorous system to review policies on in a rolling programme within a strict time scale. Staff are vigilant in reporting any child they have a concern about. Child protection procedures and training at the correct level is secure. Staff training is up-to-date and discussions on this topic are regular. Staff make children's safety a priority and check for hazards regularly. However, in the Orchard and Desert rooms for the youngest children, staff and visitors do not change their shoes when walking on the floor where the children play and explore. There has been discussion about this issue but no risk assessment written. In the day care staff ensure children wear outdoor wet gear to go out and play on a damp day and in the baby room, staff do not leave the sleeping children and check on them regularly. Fire drills are regular and coincide with those in the Centre. Children in the holiday club also have a fire drill. All other necessary records and paperwork are kept accurately, filled in correctly, signed and dated.

Staff have done a great job in organising the three rooms for the day care and in the club room. There are colourful displays of children at work, which celebrate children's efforts and achievement. Staff have created a happy, interesting, fun place for children and babies to explore and learn. Staff and children in both day care provision make very good relationships with each other. Laughter is constantly heard. Children from all backgrounds are valued and respected. Key workers know their children well and build up that extra relationship with them and their families. They make observations of children and use this effectively to guide their planning in response to the child's interest and need. Learning journeys are a wonderful record of what children can do from the time they are born. Key workers write the journal books from their work with the children and observations made by all the staff throughout the day, and involve parents and carers in the process. All children and babies are included in all the activities and children's differences are respected and celebrated.

Leaders regularly review the provision and have good knowledge of the strengths and areas to be developed. Relationship with other providers and professionals who come into contact with the children and babies here, such as health visitors and speech therapists, are good.

The partnership with parents and carers is good. They are fully informed about their child's development and progress through informal and formal meetings. They appreciate 'the care and confidence they give to the children and babies'. Children have little worry at transfer time into the nursery as they are familiar with all the staff, buildings and playground. Relationships are equally as strong with other providers of Early Years care and any agency that the children are involved with.

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

A good range of activities and experiences to help babies and children to learn and develop are planned. Children thoroughly enjoy these opportunities and become deeply engrossed in their play. They make good progress from their starting points particularly in their social and language development. For example,

the babies become fascinated with the light from torches. A staff member in a singing voice says 'shine on the ceiling and shine on the floor'. The children respond as the staff member expects them to and watch the light travel to the ceiling and the floor.

Older children are independent and move from one activity to another. Some have deep concentration and determination. A child wants to cut pictures out of a catalogue. She knows how to hold the handles and struggles to open the blades. After much encouragement and support she finally cuts out a triangle. The children in the club also have complementary experiences to those in the nursery so that they are continuing their learning.

Throughout the setting children use their imagination and explore the activities that staff put out for them. The babies are encouraged to respond and are given heaps of praise for their effort. Children rise to the praise given them by the staff. All children copy adults; this is seen in their desire to write. They know that writing conveys meaning and have watched the adults write. This is copied by them and they can 'read back' what they have written. There are notices in the outdoor area drawing children's attention to the written word and numbers, but this area is not developed to the same extent as the indoor spaces .

There is a good balance between child initiated and adult led activities. Stories are great favourites. Children listen attentively and know if Spot the dog has hidden in his basket or behind the door. Problem solving and practicing counting is thoughtfully introduced at opportune times, such as at lunchtime when children stop work and enjoy a healthy attractive meal. This results in children making good progress in their learning and encourages them to become active learners.

Children's understanding of a healthy life style is good. At toileting times they have a sequence of photos to follow to make sure they are free of germs. All the food is freshly cooked and is very attractive to the eye and aromatic to the nose. After lunch when most children are tired, they lie down and sleep until they are refreshed and want to explore once more.

Children know they are safe and quickly settle into routines. Throughout, their behaviour is good because they know what the staff expect of them. Children have a great sense of belonging. Children and staff share a warm and caring relationship. At the start of their learning journeys relevant information is obtained from parents, carers and other sources to ensure children's particular needs are appropriately met. Children in the after school club have their own room where they play together and relax with the staff.

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

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| How well does the setting meet the needs of the children in the Early Years Foundation Stage? | 2 |
| The capacity of the provision to maintain continuous improvement | 2 |

The effectiveness of leadership and management of the early years provision

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|--|---|
| The effectiveness of leadership and management of the Early Years Foundation Stage | 2 |
| The effectiveness of leadership and management in embedding ambition and driving improvement | 2 |
| The effectiveness with which the setting deploys resources | 2 |
| The effectiveness with which the setting promotes equality and diversity | 2 |
| The effectiveness of safeguarding | 2 |
| The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement | 2 |
| The effectiveness of partnerships | 2 |
| The effectiveness of the setting's engagement with parents and carers | 2 |

The quality of the provision in the Early Years Foundation Stage

| | |
|--|---|
| The quality of the provision in the Early Years Foundation Stage | 2 |
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Outcomes for children in the Early Years Foundation Stage

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| Outcomes for children in the Early Years Foundation Stage | 2 |
| The extent to which children achieve and enjoy their learning | 2 |
| The extent to which children feel safe | 2 |
| The extent to which children adopt healthy lifestyles | 2 |
| The extent to which children make a positive contribution | 2 |
| The extent to which children develop skills for the future | 2 |

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Annex B: the Childcare Register

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