

Chingford House School

Inspection report for early years provision

Unique reference number

EY305812

Inspection date

29/09/2010

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

Chingford House School was registered in 2010. It operates from a converted house and is located in a residential area in Chingford in the London borough of Waltham Forest. All children share access to a secure enclosed outdoor play area. The School is open each weekday from 8am to 6pm for 48 weeks of the year.

A maximum of 50 children may attend the setting at any one time; there are currently 53 children on roll within the Early Years Register. The setting currently supports children with learning difficulties and English as an additional language.

There are 17 members of staff, 12 of who hold appropriate early years professional qualifications. The manager holds qualified teacher status. The setting are registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team successfully promote most aspects of the Early Years Foundation Stage framework requirements within the suitable and inclusive environment and many aspects of diversity are reflected well. Children are making excellent progress in their learning and development. The management and staff team meet children's individual needs by the exceptionally high quality provision they offer and by working professionally with their parents. They have the capacity to self-evaluate their practice with children and strive towards constant improvement for their benefit.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of the children's hours of attendance is maintained at all times for all children looked after on the premises (Documentation)(also applies to the Childcare Register) 14/10/2010

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

- continue to support children's growing independence to ensure they do things for themselves, for example, consistently serving their own foods

The effectiveness of leadership and management of the early years provision

The management and staff team are well informed about safeguarding procedures and know where to make referrals. Designated staff are responsible for child protection, first aid and children with learning difficulties. The manager and staff have a good knowledge of hazards that could harm children within the provision; a record of risk assessment for every area that children play is in place. This ensures any potential hazards are promptly recorded and minimised. Although an attendance record is in place for all children, the hours of children's attendance is not kept up-to-date. This does not ensure the manager has a true and up-to-date record of all the children's actual times of departure. This is a breach of regulation. A range of policies, including equality of opportunities, are in place and shared with parents to ensure they are aware of the setting's professional responsibility.

Staff are deployed effectively to ensure that children are well supervised at all times. Children are offered a wide selection of good quality resources within an attractive, child-friendly environment. The outdoor play area is organised so children have a range of opportunities to develop physically within a creative environment. In addition, children visit a wide range of recreational and educational places within the community.

The children and staff represent a wide range of cultures and everyone is treated with respect. Staff demonstrate they have valuable knowledge about children's welfare and family background. For example, they are fully aware of children's health, dietary and care requirements, such as their allergies and medication requirements. Children are provided with an effective range of resources that foster an awareness of diversity in society, for example, they learn about different cultures. Staff are knowledgeable and know how to identify children with special educational needs. Specialist staff working with the local authority and private professionals are welcome to visit and give advice and guidance about the best ways to offer support.

The management team have various systems in place to self-evaluate and staff's views are considered and they have identified areas for development. For example, the manager is currently purchasing equipment to support children's learning in information and communication technology. They have worked effectively with the early year's advisor who has advised further ideas and training, for example, to ensure effective practice staff observe each other and give feedback on their observations. In addition the actions and recommendation set at the previous inspection have been met.

Parents are encouraged excellently to be engaged with their children's learning and development. The manager arranges consultations so that parents and key workers can share their observations of the children and become fully aware of each child's future targets. The manager has worked hard to ensure that parents know about the Early Years Foundation Stage and some parents are involved into contributing to the observation, assessment and planning cycle, to ensure they are fully involved with their child's learning. Parents say 'staff are caring and they keep

me well informed about my children's learning and development. My youngest child has never come home with nappy rash, and my other child knows her numbers beyond 20, which is very satisfying considering her age'. Parents are encouraged to take part in celebrations that reflect their culture and their involvement and support is much appreciated.

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

The early year's staff have expert knowledge of the learning and development requirements and a full understanding of how young children learn and progress. They observe the children's individual learning and record their development in a range of documentation. Observations are recorded for all areas of learning and next steps are identified. Staff utilise the information they have obtained from the concise observations to challenge and extend children's learning as they play.

Overall, most children, including babies are making excellent progress in their literacy skills. Babies are totally engaged when singing and interacting to songs. They name a range of fruits during snack time and name autumn vegetables. Pre-school children are learning the weekly sound and blended sound and their letter formation is becoming increasingly distinguished with staff support. Reception children comprehend books, they read confidently and they can write simple sentences using punctuation. All children develop problem solving, numeracy and reasoning skills very well. Babies are matching a wide-range of shapes. They explore the characteristics of shapes by rolling balls. Toddlers, count numbers to 10 in sequence and they are beginning to understand that numbers to 4 have meaning. Pre-school children are recognising numbers beyond 20 and can estimate how many more or less. Reception children can find the sum of two given numbers and find the total number of items in two groups by counting altogether. In addition, they recognise numbers to 100 and can write to 100 in order. Themes and topics are chosen to develop all the children's knowledge and understanding of the world around them including exploring 'autumn'. Babies explore the smell and texture of root vegetables. Toddlers identify that during this season, the weather is dull, staffs interaction with the children's autumn display helps them to understand that during this season when it rains and the leaves fall from trees, it is known as autumn. Reception children have learnt why animals hibernate during autumn. They have created a lovely autumn display to highlight their creative skills such as, gluing leaves to create spikes of a hedgehog, painting trees and leaves and threading wool. The activities chosen to celebrate children's diverse cultural backgrounds are successful. For example, they have celebrated Sukkot, and the festival of light. Children have made Irish soda bread. In addition, all children learn Italian with the on-site Italian teacher and they are make excellent progress. All children are encouraged to access all toys and resources regardless of their gender. This ensures children are learning about a diverse society.

Overall, there are effective measures within the nursery to ensure that all children learn about safety. Children learn road safety and stranger danger when visiting the local swimming pool and supermarkets to buy vegetables for the elderly.

Children are learning to adopt a healthy lifestyle very well. Children are accompanied by staff during lunch time and discuss the benefits of healthy eating. Children can take a drink of fresh water at any time. They wash their hands before eating and after using the toilet facilities. They enjoy fresh foods prepared and cook in a hygienically clean environment. Children take pleasure in sociable snack times when staff sit with children, engaging them in conversation and talking to them about the healthy foods that they are eating. However, there is less opportunity for children to develop independence as the key worker's in the baby room serves their foods. All children enjoy playing together and have a mutual respect for each other and an exceptionally strong bond with all the early years staff. They choose what toys they would like to play with and they know they are expected to help tidy toys.

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

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

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	1
The effectiveness with which the setting promotes equality and diversity	1
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	1

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

Outcomes for children in the Early Years Foundation Stage	2
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	2
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	2

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Annex B: the Childcare Register

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

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 14/10/2010

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report 14/10/2010