

Under Five's Creche Project

Inspection report for early years provision

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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.

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

The Under Five's Crèche Project has been registered since 2002. It is a voluntary, committee run group and receives funding from various charities. It is located in Woolwich and offers a service for children from the local area. All children are referred by outside agencies. The group is based in a self-contained area to the rear of St Mary's Church. It has good transport links and is close to local shops and facilities. There is a fully enclosed outdoor play area.

The group opens five days a week for 44 weeks a year. Opening hours are 8 45am to 11:45am and 12:30pm to 2:30pm. Children attend various sessions a week. There are currently 26 children on roll. They are registered on the Early Years Register and the compulsory part of the Childcare register to care for no more than 14 children under 8 years of these not more than 10 may be under 3 years, and of these none may be under 2 years at any one time (Early Years Register, compulsory part of the Childcare Register) 4 full time and 3 part time staff work directly with the children. A minimum of four staff are present at every session. All staff have early years qualifications to NVQ level 3 or above.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The dynamic staff team create a extremely happy place to play and learn. The inclusive nature of the setting ensures all children receive a warm welcome and settle extremely well with the support of the enthusiastic and caring adults. Staff value each child uniqueness and work exceedingly closely with their parents to ensure all children achieve exceptionally well in their learning and development. The positive use of self evaluation and reflective practice ensure that the group is successful in continuing their excellent work promoting the Early Years Framework and the principles that underpin it to ensure children reach their full potential.

What steps need to be taken to improve provision further?

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

- take steps to improve the play surface of the outside play area.

The effectiveness of leadership and management of the early years provision

Children are extremely well protected as all staff have a excellent understanding of their role to safeguard children and are confident in their ability to put relevant procedures in place should they have concerns about a child in their care.

Comprehensive written risk assessments are in place and daily checks ensure children's continuing safety and provide a safe, secure environment for children to play and explore. The well established staff team are passionate about their work. They are all very well qualified and each staff member has a specific area of responsibility and together they make the crèche a happy, relaxed place to work and play. The dynamic manager leads by example spending her time between her office duties and working directly with the children. She drives improvement by motivating the staff. She has high aspirations for the setting she is committed to improving the provision and the outcomes for children and their families. She is a positive role model and has a ambitious vision for the setting with clear priorities for improvement. Self evaluation reflects rigorous monitoring and an earnest analysis of what the setting does well and what it can do to improve even further.

Staff create a stimulating and inviting environment for children and adults. Space and resources are very well organized children are able to move around freely and safely. Staff are effectively deployed therefore are able to respond to children's needs promptly and sensitively. There are effective procedures in place to assess children's starting points. All staff are extremely knowledgeable and enthusiastic about their role in supporting children's learning. Observations, assessments and planning is based on an excellent understanding of individual needs. Staff recognize the importance of play in the early development and demonstrate a comprehensive understanding of child development and how to meet the individual needs of children in their care. Activities are based on children's interests and all children are making excellent progress towards the early learning goals. All the required documentation policies and procedures are in place and are effectively to ensure children's safety and well being and ensure the effective management of the setting at all times.

Parents receive a wealth of information from the outset. Monthly newsletter's keep them well informed of future events, changes to routines and times of celebration. Daily chats, impressive record keeping and regular one to one meetings with their child's key person ensures parents are keep extremely well informed of their child's learning and development. Parents are encouraged to contribute to their child's records of development with their observations of their child's learning from home and they are able to extend activities their child has participated in the crèche through the book club and ideas on extending activities in the home provided by the key person. Parents speak very highly of the crèche; they are extremely impressed at how well their children are progressing. All children are welcome, parents and siblings are made welcome at the start of the day as they can sit down for a drink and toast before the session starts. A parents library help keep them up to date with childcare and local issues. Or they can just share books that they have enjoyed when they had time to spare. Parents are highly involved in the decision making affecting the setting through inclusive procedures including supporting the self evaluation process and reflective practices of the setting. Excellent links have been forged with other professionals to support children's learning and development and help them reach their full potential. Secure links are in place with local school and other setting who deliver the Early Years Foundation stage to ensure continuity of care and learning for children.

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

Children are confident and happy in the crèche. They enjoy enthusiastic relationships with the staff who focus on children's needs at all times. Staff value conversation they encourage children to express their views and children demonstrate considerable well developed language skills. Children play in print rich environment which promotes their understanding that prints carries meaning. They enjoy reading books and listening to stories they understand how books operate and value the written word. They have many good opportunities to mark make using the designated mark making area frequently throughout the session to record their thoughts. They excitedly share their learning journey books with visitors pointing out their friends and recalling past events. Children's experiences are valued staff listen to children's recollections and encourage them to share their thoughts and express their ideas. Children are inquisitive learners and question confidently what visitors are doing. Staff work hard to make the learning environment accessible both indoors and outside. Children are able to make informed choices in their play and learning resources are easily accessible and children chose freely resources which interest them. There is an excellent balance of adult led and child initiated activities. Staff readily adapt activities and resources to encourage children natural curiosity. Children are eager to learn they are becoming independent learners eager to try new experiences; they show imagination and concentrate well, sharing ideas with their friends but also concentration at individual tasks. They use the computer extremely well to consolidate their ideas and recognize numbers and letters in the environment.

Behaviour is excellent children all children play happily together and relationships are excellent. Staff are highly skilled and sensitive in their management of children's behaviour. Children have a strong sense of belonging and are taking some responsibilities with in the setting helping to clear away and set out the lunch table. They make sure all their friends have their own chair and that their place mat is ready before they sit down. Children take responsibility for their own hygiene they routinely wash their hands before meals and help themselves to tissues when they need to wipe their noses. Children are starting to put on their own coats as they get ready to play outside. Staff use the outside play area well to support all areas of learning. Children enjoy looking at insects and small creatures through magnifying glasses. They count competently and staff are extremely skilled at ceasing every opportunities to introduce mathematical language during activities. Children are encouraged to record their finding on clip boards and chalk boards. Children skillfully maneuver their toy trikes and scooters around the enclosed outdoor play space. They park their trikes in the numbered bays and hid in the large cardboard boxes peeping out and saying boo as their friends ride by. Children collapse in giggles as their friend boos them back. Once a year, the outside play space is made over as a beach with the surface covered in sand and beach umbrellas. Parents are invited to share a meal with the children. Sadly the surface of the play area id beginning to break up and it needs to be resurfaced but the manager has started to put in place contingency plans working with the vicar and the park keepers to ensure children's safety. Children are beginning to demonstrate a sense of keeping themselves safe. They remind each other not to

run and to keep items off of the floor as you can fall over if you stand on them. They are aware of the danger of talking to people you don't know. They wait for the staff member to ask for their hoop back when it goes over the fence but remember to say thank you when it is returned. Children benefit from healthy meals provided by the crèche. They show excellent awareness of healthy lifestyles they understand that eating fruit and vegetables helps their body to grow. They skillfully pour their own drinks and serve their own meals using full sized utensils. An extensive range of planned activities, displays toys and resources depicting positive images of people from different cultures, races and those with disabilities help children to learn about the wider world. The staff team are culturally diverse therefore are able to support children's transitions from home and can help all children develop a positive understanding of differences and similarities in the way we live.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	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
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	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

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Annex B: the Childcare Register

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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