

The Willow Children's Centre

Inspection report for early years provision

Unique reference number	EY335023
Inspection date	29/11/2010
Inspector	Kim Mundy
Setting address	Barnhill Road, Wembley, Middlesex, HA9 9YP
Telephone number	020 83854480
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.

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
W: 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

The Willow Children's Centre was registered in 2006 and it is one of five centres run by the London Borough of Brent. The setting operates from a two-storey purpose built centre in Wembley. Lifts are available for easy access to the first floor. Children have access to a baby room, pre-school room and sensory room, and a secure outdoor play area. The centre provides a service for children from the local community and it is open each week day from 8am to 6pm all year round.

The centre is registered for 101 children in the early years age range and there are currently 94 children on roll. Children attend a variety of sessions each week. Systems are in place to support children with special educational needs and/or disabilities and children who speak English as an additional language. The setting employs 19 full-time staff and 13 part-time staff. More than 50% of staff hold appropriate early years qualifications. The centre is 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 satisfactory.

Children are enjoying their time at the centre as they are make satisfactory progress in their development. Improvements in staff teaching skills, planning and observational assessment are underway. Children's health is promoted well; they are secure on the premises and overall they are safe. The staff promote an inclusive and welcoming environment and overall, they work positively with parents and others to promote children's individual needs effectively. The management team has systems in place to identify the current strengths and weaknesses of the provision and is keen to continuously improve the service for children and their families.

What steps need to be taken to improve provision further?

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

- undertake regular fire evacuation drills and record details of any problems encountered and how they were resolved
- develop further planning and assessment procedures and use this information to improve outcomes for children and to involve parents in their children's learning
- improve the quality of teaching in order to challenge children's thinking and further develop their speaking and listening skills
- develop the outdoor area to allow babies to benefit from indoor and outdoor play choices.

The effectiveness of leadership and management of the early years provision

This children's centre has been going through an ongoing period of change. The majority of staff are new and, together with some established staff, they are beginning to work effectively and enthusiastically as a team. Overall, children are safe and secure on the premises because daily risk assessments are undertaken. However, the children are not involved in practising frequent fire evacuation procedures and this compromises their safety in the event of a fire. Staff have a sound knowledge and understanding of safeguarding issues and how to protect children. Clear recruitment procedures ensure that all adults working with the children are suitable to do so.

Systems to monitor and evaluate the quality of provision are developing to ensure that priorities to improve are relevant and that appropriate action is taken. For example, the management team is well aware that further development is required to fully promote children's outcomes. The recommendations from the last inspection have been successfully addressed, for example, children have more access to dual language books, technology and opportunities to learn about their community through visits from community workers, thus benefiting their learning outcomes.

Staff place a strong emphasis on the uniqueness of each child; they make necessary adaptations to enable all children to access the range of activities on offer. Children with English as an additional language are supported well. Several staff are multilingual and they speak to parents to find out key words in their first language to help them to meet children's individual needs within the centre. Parents of children with English as an additional language state that they are particularly pleased with their children's progress. Staff work effectively in partnership with local schools and other professionals, for instance, speech and occupational therapists to promote children's well-being and developmental progress.

Partnerships with parents and carers are developing well. The key person system acts as a bridge between the centre and home. Staff use information gained through discussions with parents and observations of children during play to begin to influence their planning for their individual key children. Parents are informed about the nursery's routine and activities, for instance, through newsletters, meetings, notice boards and children's learning journals. Some of the children are transported in to the centre by bus and they have home link books to keep parents up to date about their routine and activities. In discussions with parents during the inspection, they state they do not feel they are encouraged to be involved in their children's learning.

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

Children are developing a good appreciation of healthy lifestyles. Nutritious meals are freshly prepared on site and effective procedures take full account of children's special dietary requirements and medical needs. Children are increasing their independence skills as they are encouraged to cut up their own fruit and help themselves to fresh drinking water throughout the day. Twice a month, a health visitor comes in to the centre to talk to the children about healthy living, for instance, nutritious foods and personal hygiene. Children are very familiar with the routine and at appropriate times they wash their hands and use tissues to prevent the spread of germs. Children also observe staff's good hygiene practices throughout the day as they wear gloves to change nappies and serve food. Children are learning to keep themselves safe as they are taught how to handle equipment and resources safely, including the use of scissors. Furthermore, they learn about their local community and how to keep safe during the police officer and road safety crossing visits. Children behave very well because staff model and encourage respect and good manners. They receive lots of positive praise when they achieve tasks and, as a result, their self-esteem is promoted. They are learning to share and enjoy playing either by themselves, with or alongside their friends. Children have a strong sense of belonging as they arrive confidently at the centre and are warmly welcomed by staff. They recognise their photo and name on their coat peg and proudly show visitors their art work. Children settle quickly and engage happily in the suitable balance of adult-led and child-initiated activities.

Staff have a sound knowledge and understanding of the Early Years Foundation Stage and children access a well-balanced curriculum to help them make satisfactory progress in all six areas of learning. The staff have implemented a new planning and observational assessment system, which requires further development to fully secure the learning outcomes for children. Overall, children are appropriately supported as they learn through play. However, there are inconsistencies in the quality of teaching in order to challenge children's thinking and further develop their speaking and listening skills.

The well organised baby room allows space for babies to move around freely. For example, the clear floor space encourages babies to investigate play materials and equipment safely, and gain confidence in mobility and walking. Babies enjoy sensorial play as they investigate the treasure baskets containing various materials, sand, water, shredded paper and corn flour. Daily fresh air and exercise supports children's physical development; they enjoy exploring in the jungle area, balancing and climbing on apparatus. Babies are increasing their physical skills, for instance, as they sit and ride toys. However, they do not have the opportunity to participate in free-flow outdoor play due to the current organisation of the garden boundaries. Children are caring for living things as they plant vegetables and flowers, and use magnifying glasses to observe mini-beasts under the logs. Children enjoy problem solving as they fit puzzles together, sort objects, build with construction toys and float and sink objects in the water play. They are investigating how things work, for example, as they use the interactive boards, programmable toys, telephones and keyboards.

Children experience a well-resourced role play area where they can use their imagination as they dress up and act out, for example, making tea and looking after baby dolls. Babies and children participate in music sessions, which expose them to action songs, rhythm and rhyme. Children are practising their early mark making, for instance, as they draw with sticks in the salt and use their fingers to paint. The daily 'Island time' gives key persons and their key children time to focus on worthwhile activities, such as story times with props and puppets which successfully captures and engages all of the children's interests. This helps to support their social and early communication skills.

Children are developing a good awareness of multicultural Britain as they explore Black History week and celebrate various festivals, such as Diwali and Hanukkah. A good range of activities, toys and resources including those that reflect disabilities help children to appreciate difference, for example, dual language books, dolls and dressing up clothes. Kind and caring staff provide a sound start for the children's future learning and education.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	2
The effectiveness of safeguarding	3
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	3
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
--	---

Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
The extent to which children feel safe	3
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	3

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

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