

# Maples Children's Centre

Inspection report for early years provision

---

<b>Unique reference number</b>	EY286713
<b>Inspection date</b>	24/11/2010
<b>Inspector</b>	Martha Darkwah

<b>Setting address</b>	Maples Children's Centre, East Churchfield Road, London, W3 7LL
<b>Telephone number</b>	020 8743 7128
<b>Email</b>	admin@maplesnursery.com
<b>Type of setting</b>	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).

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

Maples Children's Centre has been registered since 2004 and is governed lead and managed by the London borough of Ealing. The centre comprises of a community room and nursery. There is an enclosed outdoor play area at the rear of the building. The setting work closely together to bring linked services to the local community. This includes integrated childcare and early learning, health services, outreach and family support. Outreach services are facilitated by Coram, a voluntary organisation commissioned by Ealing borough.

The centre is registered to care for a maximum of 45 children aged from two to under five years at any one time. It is registered on the Early Years Register. The centre is open each weekday from 8:00am to 6:00pm for 49 weeks of the year.

There are currently 41 children on roll and children attend for a variety of sessions including breakfast club, toddler centre and extended school provision. The centre supports a small number of children with learning difficulties and a small number of children who are bilingual.

There are eleven members of staff who work with the children of whom one has qualified teacher status and three hold at least level 3 qualifications. The head teacher has qualified teacher status.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are welcomed with warmth and affection into a lively, happy nursery environment. The staff team gain a good knowledge of each child's needs through observation and they promote children's learning effectively in most respects. Each child is recognised and valued as a unique individual. Staff are effective in ensuring that all children are well integrated and achieving as much as they can, given their starting points. An effective self-evaluation system leads to continuous improvements for the setting thereby improving outcomes for the children.

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

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

- practise the devised emergency evacuation of the premises regularly and record in sufficient detail
- extend the resources available to young children to promote their knowledge and understanding of information technology.

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

Effective management helps to maintain good standards in the nursery. The staff team are deployed effectively across the setting ensuring all children remain safe and receive good support. Clear and robust recruitment procedures that include single central record of Criminal Record Bureau checks and references to ensure all adults working with the children are suitable to do so. Children are further safeguarded because the staff team are knowledgeable about safeguarding procedures and their role within the procedure to protect children and their welfare. In addition to this all required documentation is in place. Systems for recording visitors to the group are good. Staffing levels are planned in advance to ensure that the correct number of adults are available to care for the children each day. This means that the children are well cared for and their learning is supported well.

Staff in all rooms complete the attendance records promptly as soon as the children arrive which helps to keep the children safe in an emergency evacuation situation. Other records and documents are comprehensive, neatly kept and meet requirements. All staff members are checked for their suitability at the time of their employment. Staff are aware of safeguarding issues and procedures and their training is refreshed which helps them to protect the children.

Children are safe and secure on the premises as staff undertake risk assessments. However, the setting is yet to organise regular fire drills keeping a record in sufficient detail. They learn to play safely in the nursery and they learn about road safety from visitors on their walks and outings. Children's welfare is promoted well; a number of staff has first aid qualifications to ensure that accidents are suitably managed and the procedure for administering medication is in line with current legislation.

The partnership with parents is good and ensures positive trusting relationships are developed, which in turn impacts on the good progress children make. Useful information is posted in the entrance area for parents. Staff relate very well to all parents, greeting them in a friendly, but professional manner. There are clear systems in place to gather relevant information from parents before children start this includes a very successful home visit. Parents are actively encouraged to share in their children's learning. For example, coming in to share information about their work and spend time in the setting telling stories in their first language. Parents speak with great admiration about the setting and in particular the welcoming and supportive staff and the care their children receive. A number of parents have been able to return to training and employment with the support of the setting. The centre's wrap-around care at the beginning and of the day has been great help.

Parents are invited to contribute their observations in scrap books where they choose to display their own creative work adding photographs of special family events. Partnerships with others benefit the children, for example, the setting's involvement in Every Child a Talker (ECAT). The staff work closely with the local

authority support workers to continually improve the provision for children's care and learning. Furthermore, the staff team are proactive in forming links with other professional agencies to ensure that children with special educational needs and/or disabilities receive additional support to meet their needs effectively. A newsletter is prepared for parents each term giving advance notice of special events. Parents are invited to meet their child's key worker twice a year to share information about the child's progress. Parents can also have daily discussions with staff at the beginning and end of each day to supplement the more formal meetings. Additionally, parents enjoy social events for example, multicultural lunch.

The centre manager and staff make generally good use of self-evaluation to monitor the provision for children. They have delegated specific areas of responsibility to members of staff who evaluate their own area of work on a continuous basis. The manager and staff seek feedback from the whole staff to find ways to maintain good standards and to facilitate ongoing improvement.

An inclusive and welcoming service is provided by the setting; adults support children and provide an enabling learning environment. Makaton signs, labelling in a number of community languages, posters and photographs around the setting support children's understanding of the local community and wider world. Children are encouraged to develop a good sense of community because all staff have a genuine caring approach and help children celebrate their differences and similarities to ensure they feel valued and develop a self-esteem and confidence.

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

Childcare and nursery provision is good and children make good progress through the Early Years Foundation Stage given their individual starting points. They are well prepared for the next stage of their education. The centre manager and staff have gained a generally good understanding of the requirements of the Early Years Foundation Stage. They have instigated an effective system whereby all members of staff in all rooms take responsibility for observing and making notes of significant events in the day for all children. Staff members enter these observations into a file for each child that helps them to track children's development and progress in all six areas of learning. The staff members clearly identify next steps for all children in all areas of learning to demonstrate their progress. The effective tracking systems in place enable staff to plan relevant activities that are suitable and fully focussed on meeting the individual learning needs of each child.

The children are busily engaged in worthwhile play and learning activities in all rooms. Language development is strength throughout the setting. Children's early language and communication development is being enhanced through the 'Every Child a Talker' (ECAT) project and ongoing support from speech and language therapists. Staff members speak clearly to the children and they extend their vocabulary at every opportunity. Children select books to share with staff and through stories and discussions they learn the names of animals, parts of the body

and colours. Children have easy access to mark making materials both indoors and outside where they can use a clipboard with paper and pencils to record their games. The staff team successfully encourage children to identify shapes and count, match and sort their toys. Older children are making good progress in recognising numerals and staff use real objects to introduce ideas such as how many and how many altogether. Children enjoy action songs and rhymes such as 'Spider Man' and 'Sleeping Bunnies'.

Children are calm, happy and well behaved. They respond very well to the staff members that are pleasant, polite and firm. Children share their toys and they understand that they must take turns with favourite toys and resources. The staff team actively promote the development of children's independence. They give children the freedom to play with toys according to their own ideas thereby having autonomy over their learning. Children enjoy free flow between the garden and playrooms that is set out with children's interests and real life experiences around their routines. Displays connect home and nursery and give children the opportunity to consider time line. For example, a 'once upon a time we were small' display board has positive range of children's baby photographs with baby memorabilia.

The nursery is well resourced in most respects indoors and outside. The children have easy access to good quality construction toys, musical instruments, puzzles and imaginative play materials. Toys and resources are checked and maintained in good condition. Children enjoy active play through well-organised activities for example 'Stay and Play' and the wide range of outdoor activities provided in the delightful garden. Therefore, children's learning is effective because staff intervene when appropriate; to re-focus children's attention or unobtrusively support the next steps in learning and have meaningful participation. The staff team provide many opportunities for children to repeat and consolidate their learning.

Children are gaining the early communication, numeracy and literacy skills that they need for their future economic wellbeing. They have access to some tools for learning in relation to information technology although this is not a strength in the under threes provision as a whole. A range of interesting activities are planned to help children to develop an awareness of the festivals and celebrations that are enjoyed in different cultures. The programme reflects the background of all of the children attending.

Children learn about good personal hygiene and healthy ways of eating. A dedicated cook prepares a good range of tasty, healthy freshly prepared meals for the children in a clean, well organised kitchen. The children eat their meals with obvious pleasure, in an unhurried manner and many have second helpings. They enjoy fresh fruit snacks and they have drinks to hand throughout the day. The cook prepares menus which are amended often and displayed for parents. The cook and the child care team take great care to ensure that children are given food that meets their individual dietary requirements.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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
--	---

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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

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)



