

Golden Lane Childrens Centre

Inspection report for early years provision

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Inspection date	25/11/2010
Inspector	Liz Corr
Setting address	Golden Lane Campus, 101 Whitecross Street, London, EC1Y 8JA
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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*.

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Description of the setting

Golden Lane Children's Centre is situated in the Golden Lane Campus and is part of Prior Weston School at the Golden Lane Campus in the EC1 area of the London Borough of Islington. The Campus is also shared with Richard Cloudesley School. The setting is managed by Prior Weston School. Children aged from six months to five years attend. They are grouped according to their ages. There are group rooms for babies, toddlers, pre-school and reception children. The setting also provides stay and play sessions; a childminder network and courses for parents with crèches provided.

There are two enclosed outdoor play areas; one is dedicated to the babies and toddlers and another for pre-school and reception children. The setting is open each weekday from 8am to 6pm for 49 weeks a year. The setting is registered on the Early Years Register. A maximum of 108 children in the early years age group may attend at any one time. There are currently 103 children on roll, some in part-time places. The setting provides funded early education for three and four-year-olds. They also support children learning English as an additional language and children with special educational needs. The nursery employs 38 members of staff. Of these, 36 staff hold appropriate early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting is well led and managed, although one requirement is not being fully met. This is an inclusive environment which ensures that the needs of all children are identified and provided for. The setting has developed highly effective relationships with parents who are supported and encouraged to be involved in their child's learning. Partnerships with other agencies are also a strength at this setting and successfully promote children's learning, development and welfare. The setting uses very effective processes for self-evaluation consequently; they are making continuous improvements which further promote outcomes for children.

What steps need to be taken to improve provision further?

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

- ensure that Ofsted is notified of changes to the manager or registered person within 14 days of the event occurring (suitability of adults) 09/12/2010

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

- further develop opportunities for planned and spontaneous learning at meal times including self-help skills
- continue to develop children's developmental records to clearly monitor their progress to help move them onto the next stage in their learning

The effectiveness of leadership and management of the early years provision

Well organised safeguarding systems are in place to protect children. Robust procedures ensure that children at risk of harm are identified. Highly effective relationships have been developed between the staff and safeguarding agencies which mean that any child protection concerns are reported efficiently. Furthermore staff have good opportunities to regularly update their knowledge in safeguarding. Induction procedures for new staff ensure that they are fully aware of their safeguarding responsibilities. Comprehensive risk assessments ensure that risks to children are minimised both in and out of the setting.

The setting is well led and managed with all necessary policies and procedures which promotes the smooth running of the service. Effective recruitment and vetting procedures ensure that adults at the setting are suitable to work with children. However, systems for informing Ofsted of changes to management are not as robust and consequently recent changes have not been notified. However, risks to children are minimised due to the settings overall vetting procedures in place.

The setting is committed to self-evaluation and making continuous improvement. Management have clearly identified areas of strength and areas for improvement. Targets have been prioritised with realistic time plans. The setting has developed good support systems including, local health and early years services. Staff regularly update their knowledge to enhance their good practice. Consequently outcomes for children are good.

The setting has highly effective relationships with parents and carers. A wide range of services and support are available to them which provide advice on health and child development as a result, parents and carers are more involved in their child's learning at the setting. Parents meet staff regularly to discuss their child's progress and are encouraged to share information about their child's learning at home. Parental surveys undertaken at the setting demonstrate that parents are very satisfied with the care their child receives and that they are provided with consistent support which helps them to support their child's learning at home.

The setting promotes inclusion well. They have a good knowledge of each child's individual background and needs as they record useful information at the home visits and during the settling-in period. Staff provide good support for children learning English as an additional language as they ensure they have key words in the child's home language. Some staff at the setting speak a variety of community

languages which provides further support to children. Furthermore, the setting provides a range of information for parents translated into community languages.

The setting is highly committed to working in partnership with others. This ensures that children are provided with good support at an early stage if additional needs are identified, in consultation with the parents. This successfully promotes children's learning, development and welfare.

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

Staff have a good knowledge of the Early Years Foundation Stage. Furthermore, the teaching staff provide effective support for planning and assessment which helps ensure that each child is suitably challenged by the learning experiences provided. Children are provided with a good range of activities and experiences which are planned around their interests. New initiatives have been introduced to promote children's communication, language and literacy in partnership with parents. Staff at the setting use a variety of ways to encourage children's language skills for all ages. For example, while taking two of the younger children to find some paper the member of staff makes up a song about it and encourages the children to join in. Older children are learning to understand the relationship between letters and their sounds during interesting activities to encourage their understanding of phonics. The staff have recently undertaken training in signing for children and are introducing this into everyday activities. Individual profiles are provided for each child with examples of their progress. Photographs and samples of their early writing and art work are included. Parents are encouraged to take these home and add to them and share examples of their learning at home. Observations and assessments are completed regularly for each child which demonstrates how children are making progress towards the early learning goals. Generally these records are well organised. However, some records do not contain as much information and are not as well organised. The setting has identified this as an area for improvement as part of their self-evaluation.

Children benefit from good systems to promote their emotional wellbeing. For example, they are provided with a secure settling-in procedure which helps to develop good relationships with their key person and form secure attachments. Younger children enjoy spending time with their key person. Newly settled children are reassured as their key person sits close by at their level. Consequently they are provided with good emotional support and assistance when they need it. Children's behaviour is very well promoted. Children are keen to take on tasks to help tidy up before lunch time. On occasions when they do not want to help staff gently coax and encourage them to take part. Children receive praise for their efforts which helps promote their self-esteem. Children are provided with a smooth transition as they progress to the next age group. They are well prepared in advance as they spend time in their new environment during different times of the day. This helps children prepare for the change and feel confident and secure in their new group room.

Children are provided with a very well resourced setting both indoors and out. All children including babies and toddlers make good use of their outdoor area. They enjoy opportunities to develop their understanding of the natural world as they take part in digging with soil outdoors. Older children are keen to learn about the lifestyle of the Giant African Snails and watch them with fascination as they eat the food in their tank. Staff further promote their interest as they provide the children with more information about how they live. Babies and toddlers have lots of opportunities to take part in activities using natural materials which helps develop their curiosity and develop their senses. Children are provide with good opportunities to move freely between the indoors and outside. Consequently they make good use of the learning opportunities in the outdoor areas. Furthermore the good deployment of staff ensures that children are secure and well supported as they play outdoors.

Meal times are social occasions where children sit with the staff and eat at their own pace. Some of the older children in the nursery group are developing independence skills as they serve their own food. However, other children do not have the same opportunity to develop self-help skills at meal times. Some children continue their learning as staff respond well to conversations about their day. However, opportunities for planned or spontaneous learning at meals times is not as well organised for all children.

Children are learning to behave in ways that are safe for themselves as they are reminded how to keep safe throughout the day. For instance, toddlers are gently guided to safer activities when they begin to climb on their play equipment and older children are encouraged to stay sitting while they are eating. They are learning how to keep safe in an emergency as they regularly practise the evacuation procedure.

Children's health is well supported as they have very good opportunities to access outdoor play and take part in physical exercise. Some toddlers choose to stay indoors but take part in singing and dancing to music. Children benefit from a clean and hygienic environment and even babies are developing an awareness of good hygiene as staff ensure their noses are wiped regularly if they have a cold. Children feel confident to approach staff if they have a pain or feel uncomfortable as staff take their concerns seriously. Accidents are recorded appropriately and signed by parents. However, the setting has not organised systems to record accidents confidentially by using one page for each child. The setting provides a wide range of useful advice for parents to promote a healthy lifestyle and encourages parents to use their canteen for healthy breakfasts.

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	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	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	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	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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