

PSD Ltd Children's Centre

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

PSD Ltd Children's Centre registered in its new premises in 2010. It operates from a church hall in Edmonton in the London borough of Enfield. Access to the building is at ground level directly from the adjacent footpath. The setting offers a day nursery and after school club, adult training and healthcare. The childcare provision is open every weekday, from 7.30am until 5.30pm, all year round. Children have the use of two play rooms and a secure outdoor play area.

The centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The centre employs 14 staff, all of whom are suitably qualified. The proprietor has Early Years Professional Status. A maximum of 51 children under eight may attend the setting at any one time and, of these, no more than 15 may be under two years. Currently there are 38 children on roll. The nursery supports children who have special educational needs and/or difficulties and those who speak English as an additional language.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The centre provides a welcoming and inclusive setting for children where they develop a real sense of belonging within a supportive environment. A key feature of the setting is its emphasis on children's welfare through excellent safeguarding procedures. Children make mostly very good progress towards the early learning goals in all areas. Staff's engagement with parents is particularly effective and contributes to children's individual needs being met. The staff team has an accurate awareness of the strengths of the provision and areas they plan to improve, such as the new outdoor play space. The proprietor encourages staff to work towards further professional development and so continually improve the outcomes for all children.

What steps need to be taken to improve provision further?

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

- develop the play provision in the outdoor area in order to offer an alternative learning environment for children
- develop further the system of observational assessment and planning to enable more focus on individual children's learning needs.

The effectiveness of leadership and management of the early years provision

The centre's documentation is organised comprehensively in files with much background information to support staff in their childcare practice. Children keep safe in the setting because all staff are vigilant in their approach to safeguarding. A detailed risk assessment was carried out prior to moving premises and the setting's ongoing health and safety checks are extremely well maintained. All staff have a good knowledge and understanding of child protection procedures and know what to do if they have any concerns.

Staff are well qualified in childcare and have access to a variety of training events within the setting. They work effectively as team, ensuring that daily routines run smoothly and children feel valued as individuals. A range of monitoring procedures is used regularly to check that systems and procedures are implemented appropriately. Staff evaluate their practice through discussion and are aware of aspects which require further improvement. They are particularly keen to develop the newly acquired outdoor area as an alternative learning environment for children.

Staff liaise closely with parents about all aspects of children's care and are proactive in encouraging parents to be involved in their children's learning. There is very clear written information available about the setting's policies and procedures. Parents are well informed about their children's learning and work with staff to set targets for the future. They are supported by staff when working with children at home so that children benefit from a consistent approach. Parents' views are taken into account and they enjoy their involvement with the setting. The centre works in partnership with other professionals to support children in their individual development.

Staff use the available space to good effect in offering a variety of different play environments that cater for children of differing ages and abilities. The play rooms are set out in an inviting manner and the effective use of partitions encourages children to feel secure and gain self-confidence. Children have an increasing awareness of diversity within a multicultural setting. Staff organise the daily sessions so that there are good opportunities for free choice play, adult-led exploration and group learning experiences. They are aware of children's practical needs and respond appropriately as various needs arise throughout the day.

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

Children show much interest in the activities on offer and become engrossed in their exploration. They enjoy looking at books, drawing pictures, painting and collage making. They delight in opportunities to explore different materials, such as cornflour mixes, excitedly scooping and pouring the liquid from one container to another. Staff enhance children's learning experiences as they join in their play.

They encourage children to develop useful skills in literacy and numeracy, for instance when exploring mark-making or sorting beads. Very young children enjoy good support as they move around the baby room, investigating toys and play equipment. In this way children are encouraged to become inquisitive and active learners, making connections within their environment.

Children behave responsibly and develop good relationships with staff. They are gently reminded to keep to the rules and to share fairly with others. They respond positively to staff's suggestions and quickly become independent learners. Consequently, children develop an enthusiastic attitude towards new learning experiences and have fun when investigating new resources, such as binoculars. Staff regularly observe individual children in their learning and include some next steps for children in their future planning. This helps them to offer relevant challenges to individual children and to move children on in their learning. However the observation and planning system is not yet fully effective in enabling staff to focus on children's specific learning needs and ensure these are always met effectively.

Children who speak English as an additional language are well supported through staff's efforts to use words and songs in different languages. For example, at circle time children are invited to sing their own versions of familiar songs. Staff act as good role models for children and promote a calm atmosphere within the setting. Children are well supervised as they move around the premises. Younger children are able to sleep comfortably according to their individual needs and routines. Children have an increasing awareness of healthy lifestyles and enjoy a variety of healthy snacks. Staff liaise with parents regarding packed lunches so that children eat nutritious meals. As a result children learn to keep themselves safe and healthy.

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	1
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	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	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: Met

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