

Toddlers at the Bridge

Inspection report for early years provision

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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

Toddlers at the Bridge pre-school is one of two nurseries run by Toddlers. It opened in 2009 and operates from two rooms in a scout hut. It is situated in the Caterhatch area of the London Borough of Enfield. A maximum of 52 children may attend the nursery at any one time. There are currently 68 children on roll who attend on a sessional basis. There is a high number of children from a variety of cultural backgrounds. The setting also supports a number of children with special educational needs and/or disabilities and children who speak English as a second language.

The pre-school is open each weekday from 9.15am to 11.45am and 12.30pm until 3.00pm, 38 weeks of the year. All children share access to a secure enclosed outdoor play area.

The nursery employs ten members of staff on a part-time basis, with the manager in post full time. The manager has a level 5 early years qualification and all staff hold a minimum of a level 2 qualification in early years. The setting is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The leadership and management are committed to ensuring all children enjoy their activities in a very safe and inclusive environment, in which parents have great confidence. Children's individual needs are valued and met through observation, assessment and planning. The needs of Early Years Foundation Stage (EYFS) children are understood and all children are able to make good progress in their learning and development. This is well supported by the robust partnerships with parents, school and the local authority. Self-evaluation is developing and there is good capacity to improve.

What steps need to be taken to improve provision further?

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

- continue to develop existing systems for self-evaluation to identify strengths and weaknesses for all areas of the setting
- ensure next steps are consistently completed.

The effectiveness of leadership and management of the early years provision

The required policies and procedures for the safeguarding of children's welfare are well-written and implemented effectively by all staff. The welfare and safety of children is of utmost importance. Vetting procedures ensure that all staff working

with children are suitable to do so. Documentation relating to children's individual needs and care routines are well-maintained. Written risk assessments are comprehensive and robust. Staff are clear about their roles and responsibilities and work well together as a team. The leadership and management of this setting is good. Good progress has been made in completing the actions and recommendations from the last inspection. All staff want to provide the best of care for all the children and most staff have appropriate childcare qualifications. All staff participate in training that is offered by the local Authority. Self-evaluation is developing well. It is ongoing and very responsive to the needs of the children but does not yet involve all areas of the setting's practice.

The setting is organised well and children have access to a variety of resources that promote their independence. The resources are organised well and staff are deployed effectively; for example, staff make effective use of visual aid cards for children who speak English as a second language, so all children are included in all activities. The cards are displayed at child-height to allow them to choose a card independently, such as their favourite song to sing at circle time or just for daily routine activities, like getting a drink of water.

The links with parents are very strong. They are encouraged to be involved in their child's learning and development through the learning journeys; these contain regular comments about children's progress in all areas of learning and welfare, with additional comments from parents. Parents value the setting and are encouraged to visit and talk about their own festivals and culture; for example, a parent is coming in to talk about the meaning of Eid and bringing in some food for children to try. The setting has good relations with other partnerships; they have formed strong links with the Children centre and regularly use their services for parents and children. In addition the setting has forged links with the local school and has a good relationship with the teachers. They share information and provide transition files for children who are starting school.

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

Children make good progress towards the early learning goals and enjoy their time in the group. Staff have a good understanding of the Early Years Foundation Stage. Planning has a good balance of child-led and adult-led activities and covers all areas of learning. The setting have introduced a weekly sheet that records the children's interests and assessments are made using observation and commentary. Parents comments in the 'Learning Journeys' allow staff to plan activities around children's interests. Regular observations are recorded and staff identify the next steps in learning for each child, which informs future planning documents.

However, the next steps are not consistently completed and as a result learning opportunities are missed. The setting ensures that children with special educational needs and/or disabilities and children who speak English as a second language are well supported. Key workers focus on gathering information of children from the beginning. They request parents complete detailed starting point booklets, which allow them to plan for the individual needs of the children.

Staff ensure that resources are accessible and this supports children to make their own choices and promotes independence and self-esteem. During activities, staff

stimulate children's thinking effectively by asking a good range of questions to support their learning; for example, as children make their own pizza staff use rich language and vocabulary. They talk about the ingredients and where it comes from and support younger children to spread the tomato paste with knives. Children count how many pizzas are on the table and older children learn about dividing as they cut the bread rolls in half. This supports children's numeracy, problem solving and reasoning skills. Children enjoy their time at setting. They take pleasure in being creative as they play with foam and small wooden sticks. Children talk to staff about the different flavours of ice-cream they like and improvise with a range of resources, using rolling pins and cutters to make small cakes and biscuits to sell in their shop.

There is plenty of opportunity for physical activity. Children have use of a large outside area and a variety of equipment that encourages balance, coordination, and stretching. Hygiene routines are constantly reinforced and followed, as children wash their hands before snack times.

Behaviour is very good and children work and play well together. The occasional attempt at 'pushing the boundaries' is dealt with sensitively, based on the child's understanding.

Children understand how to keep themselves safe from harm. They participate in regular fire evacuation practice and listening to staff talk about how to stay safe in the setting and on outings. They are developing independence and contribute effectively towards the welfare of others; for example, they help staff to tidy up at the end of an activity and play along side younger children with maturity.

Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events throughout the year. This ensures children learn to value aspects of their own lives and the diverse society in which they 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?	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	2
The effectiveness of the setting's engagement with parents and carers	2

The quality of the provision in the Early Years Foundation Stage

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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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