

Sidings Community & Under 5's Centre

Inspection report for early years provision

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Inspector	Seema Parmar
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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.

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Description of the setting

Sidings children's centre registered in 1992 and is managed by a management committee. The setting offers a range of services including sessional care, full day care, after school care and holiday play schemes. It operates from two large spacious areas in a community centre, within the London borough of Camden.

Children are divided into two groups according to their age. Outdoor and indoor soft play areas are accessible. The centre serves the local community and children attending reflect the cultural diversity of families from the area. The setting supports children with special educational needs and a number of children who have English as an additional language.

The setting operates each weekday during school terms from 10:00am to 1.00pm and 1.00pm to 4.00pm; some children attend all day sessions. The after school club provides a service to children from six to 11 years old during term time, it operates Monday to Wednesday from 4:30pm to 6:30pm. There are also two summer play schemes that operate during school holidays. These run parallel to each other, separating children in the early year's age range from the older children on the compulsory and voluntary parts of the Childcare Register.

A maximum of 64 children under the age of eight years of age may attend; of which, 40 may be in the early year's age range; and of these, no more six may be under two. There are currently 33 children in the early years age range on roll and there were 25 children present during the inspection. The setting is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare register.

The children's centre employs 11 members of staff to work with children in the early year's age range; all staff hold early year's qualifications. The out of school club employs 10 members of staff, all holding appropriate qualifications.

The setting has close links with the Early Years team in Camden. They have been nominated for Best Practice, for the Early Years Foundation Stage.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are very happy, settled and enjoy their time in the busy child friendly environment. Children make good progress in their learning and development as staff work well together to provide a wide range of learning opportunities relating to their interests and enthusiasm. However, written risk assessments identifying all potential risks and action taken to minimise them are not in place, to fully promote children's safety. Effective partnerships between parents, other providers of the Early Years Foundation Stage and other agencies ensure that children's needs are met and their protection is assured. The manager is aware of the strengths and

areas for improvement within the setting and has a positive and proactive approach for further improvement that will have positive outcomes for all children.

What steps need to be taken to improve provision further?

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

- Implement and maintain written risk assessments for indoors and outdoors, clearly stating when it was carried out, by whom, date of review and any action taken following a review or incident (W1.1 Safeguarding and welfare) 07/02/2011

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

- use observations of children's achievements, to identify learning priorities and plan for the next stages in their development. (LD3 Assessment arrangements)
- Provide bowls/plates for serving snacks to promote children's good health (W1.2 promoting good health)
- up-date all staffs knowledge of the current and Local Safeguarding Child protection Board procedures, in order to fully safeguard children (W1.1 safeguarding and welfare)

The effectiveness of leadership and management of the early years provision

The setting generally has in place appropriate procedures to ensure children's safety and welfare; for example, suitable recruitment procedures are in place to ensure that all adults working with the children are suitable to do so. Staff are aware of child protection policy and their responsibilities with regards to children's welfare. However, not all staff have updated their knowledge of the current and Local Safeguarding Child protection Board procedures, in order to fully safeguard children. In addition, written risk assessments that identify potential hazards are not in place, to fully promote children's safety; this is a legal requirement.

The manager effectively shares her ambition for the setting and implements ongoing improvements to provide good quality care and education. These arise through continuous evaluation that includes the views of children, parents, staff and early year's advisers. Evaluation of procedures and practice helps the manager successfully identify areas for improvements; for example, at the last inspection the setting had to ensure that the accident book includes children's full names and is countersigned by parents at all times. This is now in place and, as a result, promotes contributing to safeguarding children's welfare.

The manager is well supported by the staff, who work extremely well as a team.

All staff take an active part in staff meetings, discussing and contributing ideas. Successful planning ensures that staff are suitably deployed. Good quality resources are freely accessible, helping children to make independent choices. Policies and procedures and most records generally required, for children's needs, are maintained.

Children learn to acknowledge and accept differences; this is well promoted by the many resources available reflecting positive images of all aspects of society. Children's individual needs and growing self-esteem are met well by staff, who know the children well and respect their differences. Children with special needs receive good support from staff, who work closely with outside agencies in order to meet their needs. Staff seek appropriate support from a wide range of professional agencies such as, physiotherapists, speech and language therapists and the Area Special Educational Needs team in developing and monitoring Individual Educational Plans, to ensure that children's needs are well met. Many of the children attending the setting are bilingual. Staff value the children's linguistic diversity and provide opportunities for children to develop and use their home language, in their play and learning. Children, who speak English as an additional language are encouraged to be confident through the use of simple sign language, key words in children's home language and visual prompts in order to reinforce verbal communication. This helps children feel included and settled.

The nursery works effectively with parents. Parents are kept well informed of their children's progress through daily verbal communication and regular parents meetings with staff to discuss their children's achievements. In addition, parents are represented on the management committee and contribute to decisions about the future of the setting. Discussion with parents suggest that they are very pleased with the care and early education that their children receive. They feel that their children are well nurtured and look upon the nursery as an extension of their family, due to the staff's welcoming and inclusive practice. The manager has begun finding ways to develop a working relationship with the local schools, which assists children in making a smooth transition when they leave the nursery.

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

Children make good progress in their learning and development. Staff work well together to provide a wide range of learning opportunities that take into account their individual interests. The planning of the learning environment is linked effectively to the six areas of learning and enables children to play freely and spontaneously, indoors and out. Staff ensure that activities are adapted so that all children can participate and no one is excluded. As a result, the children benefit from a well planned and well delivered balanced curriculum that helps them become enthusiastic learners. Children purposefully engage in meaningful activities, with effective and sensitive support from staff. Staff have a good understanding of the Early Years Foundation Stage, which is reflected in the practice. Children's achievements are monitored well by staff because they use systems to plan and assess children's progress and development. However, the

staff do not yet effectively use observations of children's achievements to identify learning priorities and plan for the next stages in their development.

Children's personal, social and emotional development is very well promoted. Positive interaction and the implementation of a successful key worker system between children and staff help to develop meaningful relationships. Children make good progress in their communication, language and literacy development. The setting is involved in the 'Every child a talker' project. Children enjoy experimenting with and learning language through everyday fun and interesting activities that reflect their interests; for example, children enjoy listening and participating in story sessions, as well as, choosing independently from a quality range of books for their pleasure. Children develop their early writing skills and have good opportunities to write for different purpose. Children have good access to a range of writing resources, which they select independently. Staff provide and spend quality time supporting and extending children's play and learning experiences; for example, staff extend children's thinking and problem solving skills while playing number games. Children take great delight in identifying the numbers, counting and completing jig-saw puzzles. This helps them to develop skills for the future and contributes to their future economic well-being.

Children learn about healthy eating and understand the benefits of eating healthy food; for example, the children enjoy preparing and making delicious and nutritious fruit kebabs, which they eat at snack time. Children have access to fresh drinking water, which they can help themselves to when thirsty. Children have good awareness of their own safety. They move around the setting with care and participate in regular fire drills. Daily access to free flow outdoor play and fresh air, fully promote children's well-being. Children receive good support in developing good personal hygiene; for example, they independently wash their hands after using the toilet and before eating snacks. However, the lack of bowls or plates for serving snacks, does not fully promote children's good health.

Staff have a loving and caring relationship with children, who in return form strong attachments to adults. All staff clearly apply consistent boundaries, so that children develop knowledge of what is expected and display positive behaviour. Children are well behaved, they take turns and contribute to the welfare of others as they help to tidy away at the end of an activity. Staff know individual children very well and provide them with good levels of sensitive and appropriate support. Staff regularly praise and use positive language, which promotes children's self-esteem and confidence.

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	2

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	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	3
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	3
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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	2
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	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