

# Coin Street Neighbourhood Centre

Inspection report for early years provision

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**Unique reference number**

EY357851

**Inspection date**

24/01/2011

**Inspector**

Gillian Cubitt

**Setting address**

Coin Street Community Builders Ltd, 108 Stamford Street,  
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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).

Children only attend this setting before and/or after the school day and/or during the school holidays. The judgements in this report reflect the quality of early years provision offered to children during those periods.

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**

Coin Street family and Children's Centre opened in 2004. The Centre moved to its current location, Coin Street Neighbourhood Centre, in September 2007. The overall parent company, Coin Street Community Builders are a social enterprise established by local residents in 1984. It is owned and managed by the management committee of the Coin Street Centre Trust and supported by an advisory board of local partners, parents and local authority officers. The Centre comprises of 88 place day nursery, which is open weekdays for 51 weeks of the year from 8am to 6pm and a holiday play scheme, which operates every school holiday. Other services also include crèche facilities to support parents and carers attending the Centre, a training and employment advice service and a family support and outreach team. The day care setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register.

The nursery is situated on the first floor of the building where there are purpose-designed play areas for babies, toddlers and children under five years. They have access to two large roof play areas. There are currently 57 children on roll at the nursery which includes full and part time places. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. There are currently 231 children registered for the holiday play scheme.

The nursery employs 15 permanent staff who work directly with the children all of whom are qualified. One member of staff has Early Years Professional Status. The Centre receives funding support from Lambeth and Southwark local authorities as well as additional funding from trusts, foundations and in-kind support from a number of local partner organisations.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall the quality of the provision is good. A secure knowledge of children's needs ensures that staff successfully promote their learning and welfare. Children are extremely safe and have excellent links to promote their awareness of their local community and the world around them. Partnership with parents is good and links with outside agencies are a particular strength. This significantly impacts on the nursery's ability to meet the needs of children, including all, particularly those with additional support needs. There is a good focus on self-evaluation by the management team highlighting areas for development embracing the needs of all users of the Centre.

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

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

- encourage parents' participation in the process of regular reviews, engaging them in commenting on children's progress and seeking their views for their children's future progress
- develop the methods of observing children to ensure that children's next steps in their progress are linked with planning and children's achievements are consistently recorded in all areas of learning

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

Staff are supported by a strong management team who are actively involving parents and staff to evaluate the setting, contributing to continuous improvement of the nursery. They have an outstanding safeguarding policy and regular systems to review staff's knowledge through meetings and training. All staff, volunteers and students are meticulously checked and vetted to ensure children are safe. These procedures are further supported by comprehensive and evaluative risk assessments both inside and outside the nursery. These are reviewed regularly and commonalities highlighted to ensure hazards are removed. Staff are motivated to extend their learning with new theories such as schemas for children. Many staff hold first aid qualifications and parents have opportunities to attend meetings and courses which helps to promote children's health and safety both within the nursery and at home. The management team have a strong focus on promoting equal opportunities for all children. Through good deployment of activities and resources they embrace the cultural and social diversity that is represented in the setting.

There is a sound partnership with parents. The management team reach out to parents by asking their views on the overview for outcomes for children. As a result, new systems have been implemented such as the parents' newsletter, lending library and parent café nights. Parents are also consulted about their children's progress and have access to their files. However, there is a lack of consistency in parental involvement in acknowledging their children's achievements during reviews and putting in place agreed targets to move children on in their learning. Partnerships with other agencies to support children with special educational needs and/or disabilities, is outstanding. The strong links the centre has with outside agencies and the local authority ensures that early action is taken where there are concerns about a child's welfare or progress.

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

Children make good progress towards the early years learning goals. This is because staff know children well and they are secure in their knowledge of the areas of learning to meet children's needs. Effective use of high quality resources that cover all the learning goals significantly contributes to children's progress in

their learning and development. However, the system of recording children's progress through observations and setting targets for their next steps is not consistent with all children. Gaps in noting some children's achievements impacts equality in the methods of how staff move children forward in their learning. Children demonstrate their independence by making choices in their play and enthusiastically participate in tidying up after activities have finished. Excellent behaviour is evident throughout the day. Children have good role models and develop caring and responsible attitudes. Children enjoy socialising during meal times and taking responsibility for clearing their plates from the table, removing their leftovers, making the area clean and tidy. Older children keenly accept responsibilities. These are shared which increases children's sense of wellbeing as they make a valued contribution to helping others. Children learn to count through everyday activities such as counting crackers and then they further count the pieces when they break them in half. All children and babies show confidence and play well on their own. Older children develop a strong bond with their peers in group activities such as sharing sand and water toys. They negotiate taking turns and help each other in building sandcastles with cylinders, developing their imaginative play with small world toys. Babies are content exploring the low level brightly coloured resources whilst building strong bonds with members of staff. Babies also have fun developing their tactile awareness, making marks, spreading their hands in coloured flour and water. Children confidently learn to dress themselves, putting on coats when they wish to go outside. Here, they actively run and ride on bikes and climb on apparatus improving their gross physical development. Babies also have their own outside area to extend and develop their early mobility.

Children benefit from learning about the diverse cultures in their community, particularly from the children and families that attend the Centre. Every child's language is considered to ensure they are fully included in all activities. Cultural and special events such as celebrating Black History month heighten children's awareness of others. Children also benefit from having good links with local theatres and concert halls and enjoy visits from the Royal Philharmonic Orchestra who introduce children to the wondrous world of music.

Children play in a welcoming, bright, clean environment and staff reinforce their understanding of personal hygiene through daily routines and the easy access to the toilets gives children total independence in looking after themselves. Children learn to keep themselves safe through staff's rigorous attention to safety within the setting and carrying out excellent risk assessments when on outings.

## 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	1
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	2

### 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

<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	1
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