

# Cardwell Childrens Centre

Inspection report for early years provision

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**Unique reference number**

EY338084

**Inspection date**

27/01/2011

**Inspector**

Justine George

**Setting address**

Cardwell School, 118 Frances Street, LONDON, SE18 5LP

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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

Cardwell Children's Centre was registered in 2007. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It operates from a purpose built building attached to Cardwell Primary school in Woolwich, London. The centre provides care for children aged from six months to under four years. It is registered to care for up to 22 children in the early years age group, of these, not more than six may be aged under two years, at any one time. Children are divided by age into the baby or toddler room, baby room caring for children up to two years and the toddler room for children aged two to four years. In addition to the play rooms, there is a kitchen to prepare snacks, drinks and milk feeds for very young children. There are enclosed outside play areas for all age ranges. The nursery operates Monday to Friday, from 8:00am until 6:00pm, 48 weeks of the year, closing for some school holidays.

There are currently 38 children on roll, four of whom receive funding for the '2 year programme'. Children attend full and part time sessions. The Centre supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language. There are 12 members of staff, all of whom hold a relevant childcare qualification.

The centre also operates a crèche. A maximum of eight children may attend the crèche at any one time. The crèche offers childcare provision for parents/carers attending training workshops within the centre.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children very much enjoy their time in the setting where they have a good range of experiences and activities to explore. Children are well supported by a knowledgeable and dedicated staff team. The teams positive approach to planning and assessment ensures that the needs of children are well met. Staff have good knowledge of the welfare requirements, ensuring the smooth and effective running of the setting. The staff team's commitment in driving improvement is strong. They work exceptionally hard to deliver good outcomes for children in most aspects, and have prioritised areas for improvement which has a positive impact for children's learning and development.

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

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

- further develop ideas to value linguistic and cultural diversity and provide

opportunities for children to develop and use their home language in their play and learning, for example, through exploration of the local community and the use of dual language text in the environment

- maintain the hygiene in the kitchen to ensure all areas are clean, at all times
- consider evaluating the overall effectiveness of the daily provision to identify aspects that may prevent children from being able to work together harmoniously

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

The settings robust recruitment and vetting procedures ensures that children are cared for by suitable adults. All staff have had the required checks carried out and their ongoing suitability is regularly monitored. Staff are fully informed of who collects children and there are good systems in place to monitor unfamiliar adults. The premises are secure and regular risk assessments ensure that children play in safe surroundings. Most staff hold a current first aid certificate which ensures the good care of children in the event of any accidents. Staff have good knowledge of child protection safeguarding procedures. They demonstrate awareness of the possible signs and symptoms that may indicate that a child is at risk of harm. Staff are fully informed of the procedures to follow which is supported by flow charts displayed around the setting and regular training to ensure their knowledge reflects current practice. As a result, vulnerable children are protected. Staff demonstrate a thorough knowledge of the welfare requirements. The required documentation is in place, for example accident records and written parental consent to administer medication, if required. This ensures that children are cared for in line with parents wishes, thus promoting children's welfare.

Staff have developed professional relationships with all those involved in the care of children. Good information is sought from parents when children first start at the setting to ensure routines are adhered to, therefore children's sense of security is fostered. For example, staff are aware of sleep patterns, languages spoken in the home and any special comforters. All children have a learning journey book which is effectively used by staff, parents and children. All parties make valuable contributions and this empowers parents in their role as educators. Parents are positive in their views of the setting. One comments that 'it's like a five star hotel'. Parents feel staff are friendly and welcoming and that there are many interesting things for children to do; a true reflection of practice.

Equality and diversity is well promoted in the setting. Staff work closely with other professionals involved in the care of children to ensure continuity and consistency of care. Staff plan well for each and every child's needs and interests. This ensures that activities and experiences are differentiated, thus narrowing the achievement gap for children with special educational needs. Children come from a diverse range of backgrounds and have many interesting and different experiences to share. Staff are aware of additional languages spoken in the home and learn some words in children's home language. Diversity is reflected in the setting through use of some dual language books, dressing up clothes and some resources, although

this is limited and resources do not accurately reflect the ethnicity of current attending families.

The attitude of the staff team is very positive whereby they show a clear enthusiasm for driving improvement. There has been a strong and supportive focus on improving planning and assessment methods. Through good support with other early years professionals, staff are knowledgeable and show increasing confidence in applying their knowledge to practice. This has a positive impact for children as staff really hone in on their individual needs and interests. Therefore children make good progress in their learning and development. Furthermore, the setting recognise that there are minimal opportunities for children to experience outdoor physical play. Therefore, positive steps to redress the balance are in place as work in underway to improve the outdoor play area. As a result, the active lifestyles children require will have a positive impact on their wellbeing.

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

Children's sense of belonging is well fostered. They are confident and feel safe and secure in the setting, and caring relationships with adults have developed. Children access the wide range of provisions and are confident in communicating their needs and preferences. Children explore areas of interest in the wider community on occasions, for example a visit to the Thames or main supermarket. Although, regular opportunities to explore the immediate environment are minimal, thus limiting the opportunities for children to engage within the local community. Children's moral development is supported as staff encourage the use of good manners such as greetings, please and thank-you. Children learn how to care for each other and the resources as good explanations are given to develop their understanding. For example, it is explained that we have to look after books so that everyone can enjoy using them. In the main, children are well supported throughout the day. Staff engage well with children asking questions and introducing ideas and concepts to challenge and stimulate thinking. As a result, children are motivated and engage in activities well. However, at times, noise levels are high and children become disruptive. Staff are able to deal with such situations effectively. Although, systems are not yet in place to evaluate or monitor the group as a whole to prevent such occurrences.

Children's health is well promoted. They enjoy regular periods of outdoor play, promoting active lifestyles. Children enjoy using a good range of provisions and climbing equipment. Children access drinks independently throughout the day, developing awareness of their bodies, recognising when they are thirsty. Good hygiene procedures of removing outdoor footwear and hand washing are consistently applied to minimise the spread of infection. However, the floor and some areas in the kitchen within the centre are not clean. Children enjoy a wide selection of fresh fruit and healthy snacks enabling them to make healthy choices. Children also enjoy the range of freshly prepared meals. However, meals are served in large portions, leading to much food waste.

Children have exciting opportunities to develop their knowledge and skills. Books are a valued resource and are used well to promote enjoyment. A three-year-old is observed 'reading' a bear hunt story, demonstrating good recall and developing awareness of book language. This was extended into the garden where staff set up areas to reflect the story, for example shaving foam as a snow scene. Recent development of the garden has lead to interest in construction. Children use various building provisions, acting out the roles of others. Children also take photos of their creations as well as learning about technology. Another book focus of 'The three little pigs' has lead to more creation where children have made houses of different designs. As a result, children learn about the properties of different materials and develop their knowledge and understanding of the world around them. The stimulating range of activities actively engages children and sets the pattern for enthusiastic learning. In addition, children are well on their way in developing skills for the future as the innovation of 'Every Child A Talker' permeates throughout practice, supporting children's developing vocabulary and communication.

## 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	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

<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	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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## **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