

# Chapel End Early Years Centre

Inspection report for early years provision

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**Inspection date** 09/02/2011  
**Inspector** Jane Davenport

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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

Chapel End Early Years Centre was registered in 2000 and is run by the London Borough of Waltham Forest Local Authority. It operates from a purpose built building, which is situated in North Walthamstow in the London borough of Waltham Forest and is attached to Chapel End Primary School. Children have direct access to outdoor play from their rooms and use the woodland area, which is also owned by the centre.

A maximum of 159 children may attend the setting at any one time. The nursery is open each weekday from 8.00am to 6.00pm for 48 weeks of the year. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register and is in receipt of funding for the provision of free early education to children. There are currently 125 children in the early years age range on roll. The setting welcomes children with special educational needs and/or disabilities and those who speak English as an additional language.

In addition to the Children's Centre providing nursery care, other groups for the community operate in other areas of the centre. These include, amongst others, a childminding drop in, a toy library, a child health clinic, baby massage, music makers and ESOL workshops. The centre currently employs 34 permanent members of staff, including the manager, 32 of whom hold appropriate early years qualifications. The Centre participates in the Effective Early Learning Programme Quality Assurance scheme and receives support from the local authority.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are safe and secure at all times and achieve to excellent levels in their learning and development due to staff awareness, drive and motivation. The close working partnership with the families using the nursery is outstanding and promotes excellent two-way communication and support. There is an ethos of inclusive and reflective practice at the setting and the staff's approach to evaluation and continuous improvement ensures that providing the best possible outcomes for children is foremost in all that they do.

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

To further improve the high quality early years provision the registered person should consider:

- developing parental contributions to their children's learning profiles, for example, through facilitating workshops for parents based on the Early Years Foundation Stage.

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

Children are well protected because practitioners have an in-depth knowledge of safeguarding issues, recognise their role and responsibilities and know how to implement nursery and local safeguarding procedures. Rigorous risk assessments are in place for the premises and for outings. The recording of all staff, children and visitors to and from the nursery, detailed policies for the collection and non-collection of children and arrangements for recording pre-existing injuries contribute to ensuring children are safeguarded from harm. Practitioners demonstrate excellent knowledge of the setting's policies and procedures and implement these most effectively to ensure that children are kept safe and well. Excellent staffing ratios ensure that children are consistently well supported.

Children benefit enormously from the exceptional, well organised and vibrant learning environment and an extensive range of equipment and resources is available which is suitable for the ages and developmental stages of children attending. All children and their families, including those with special educational needs and English as an additional language, receive outstanding support from staff, enabling them to thrive and make excellent individual progress. Children gain an extremely well developed respect for themselves and others as they learn about their local community and the wider world and value and celebrate their differences and similarities. Partnerships with parents are outstanding. Staff pay high priority to establishing and securing the links between home and nursery, ensuring parents are actively involved in their child's learning. Parents receive very detailed information about the curriculum and the philosophy of the nursery, which helps them to understand how their child learns and develops through play. This is an area that the nursery's self-evaluation has highlighted for further development and plans for parent workshops based on the Early Years Foundation Stage will be implemented in the future.

The management team at the nursery is passionate about early years education and has developed a skilled, enthusiastic and dynamic staff team. There is an ethos of reflective practice throughout the setting with staff making excellent evaluations of what they do in order that children continue to flourish. Recognition of individual staff skills within the team result in confident staff who are proactive in ensuring an inclusive environment where every child matters. There is a clear vision for the provision and a strong commitment to maintaining continuous improvement and providing the best possible outcomes for all children.

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

Children settle well and flourish in this inspiring setting. A vast range of activities offers many choices for the children and they are happily engaged in purposeful pursuits throughout the day. The outdoor nursery environment, in particular, is

rich in exciting play opportunities to capture children's imagination and provide them with healthy and stimulating experiences. For example, the landscaped garden features fixed play equipment, a dedicated area for digging and planting, a hedge maze to explore and slopes for children to learn to negotiate different levels. Children are encouraged to develop new physical skills as they learn the best way across the monkey bars or as they make the progression from riding a three wheeled bike to a two wheeled one. They play exciting imaginative games, for example, pretending to be pirates as they play in the large wooden boat, steering their way to their imaginary treasure island with an 'Aye, aye, captain'.

The well qualified staff team show strong commitment to children's achievement and development. They use their knowledge of the Early Years Foundation Stage exceptionally well to ensure that children make excellent progress in all areas, whilst at the same time, taking account of their individual personalities and changing care needs. A natural progression occurs for children as they move through the nursery and then on to school. Daily routines and planning systems are organised extremely well to support this learning journey and give children the knowledge, understanding and self-assurance they need to help them feel valued in the wider world and develop good skills for the future. Observations and assessments are very detailed, linked to the six areas of learning and used to inform planning for children's next steps. Parents are encouraged to make contributions by completing an initial assessment to establish their child's starting points and some also like to bring in work that their child has completed at home. Transitional reviews are carried out on an ongoing basis as the children progress from room to room throughout the nursery and then move on to school.

Staff are skilled at extending children's language. Children are learning about letters and writing their names. They love books and stories and are captivated by staff's enthusiasm and expression in story telling. For example, they listen intently to the story of 'The hungry giant' who wants a round cake to eat. Children are actively involved as they hold pictures of different shapes such as an oval, square, triangle and rectangle and offer suggestions about objects they know relating to those shapes, such as triangular tents and pyramids in Egypt. Children's behaviour is excellent and they work very well in group situations, negotiating and sharing resources. They are polite, caring towards their peers and good listeners. They are learning about how to keep themselves safe through safe and hygienic practices such as thoroughly washing and drying their hands before meals. Nutritious meals and snacks are helping them to recognise healthy food as being a positive lifestyle choice. The staff gain information from parents regarding any special dietary requirements and ensure that these are met. They are vigilant and sensitive in the care provided for children who have allergies to ensure they are fully included and protected. Having their own compost heap encourages children to think about sustainability and protecting the earth's natural resources.

Children's knowledge and understanding of the world is significantly enhanced as they explore nature and the environment during trips to the 'wild wood', an enclosed woodland area which is part of the setting. They discuss changes since their last visit, such as the daffodils being in bud. Children have a store of information in their heads and when their teacher asks 'What comes after winter?', the initial response is 'Tuesday', which then leads on to a discussion about spring!

The children use binoculars as they freely explore the wood looking for birds and other wildlife. They recall the time they discovered a sick fox and the session ends with a game of hide and seek. All children have the same opportunities for participating in these rich learning experiences. A regular visitor to the setting is Vic, the Bug Man, who brings in creatures such as giant land snails, stick insects and Mr Jelly Belly, the tree frog for the children to discover different aspects regarding their diets and habitat. Children learn about differences through everyday activities, using dolls depicting different cultures or disability, and through celebrating festivals based on diverse cultures and religions. The diversity of the staff team is an added strength, supporting cohesion between management, staff and parents, and particularly benefiting the children with whom they clearly and easily identify.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
The effectiveness of the setting's engagement with parents and carers	1

### 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>	1
The extent to which children achieve and enjoy their learning	1
The extent to which children feel safe	1
The extent to which children adopt healthy lifestyles	1
The extent to which children make a positive contribution	1
The extent to which children develop skills for the future	1

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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