

# Charlton Family Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY136606
<b>Inspection date</b>	09/02/2011
<b>Inspector</b>	Josephine Geoghegan
<b>Setting address</b>	41-43 Shirley House Drive, Charlton, London, SE7 7EL
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<b>Email</b>	
<b>Type of setting</b>	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

Charlton Family Centre has been registered since 2002 and operates from a converted building in the Charlton area of the London borough of Greenwich. The centre is open five days a week during term time providing a crèche which is open from 9.30am to 11.30am and 12.30pm to 3.30pm and a full day care facility which is open from 9.30am to 3.30pm. Children attend for a variety of sessions in both the crèche and full day care and share access to a secure outside play area. The centre is also open for four weeks during the summer holidays where a holiday play scheme provides activities and outings for children their families and a crèche in the afternoons for up to three hours per day. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They are registered to care for a maximum of 24 children at any one time, of these no more than 24 may be in the early years age range. There are currently 39 children on roll in the early years age range. The setting currently supports a few children who have identified special educational needs and/or disabilities and a few children who are learning English as an additional language. The centre is one of many direct service provider nurseries run by the Pre School Learning Alliance (PSLA) and is managed by their Greenwich sub-committee. There is a core team of six staff including the centre coordinator, all of whom hold recognised early years qualifications. Pets kept at the premises consist of one large tank of giant snails.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The needs of all children in the Early Years Foundation Stage are met effectively as staff promote a holistic approach to supporting children and their families. The educational programme is delivered effectively as staff ensure planning includes excellent use of time and space, including forest school activities, regular outings and activities that meet children's individual needs relating to all areas of learning. The capacity to maintain continuous improvement is outstanding as effective leadership and management systems are in place that include secure methods of monitoring the quality of the service and ensuring positive steps are taken to promote improvement relating to children's welfare, learning and development.

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

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

- collating the methods of evaluation to provide a clearer overview of all aspects of the provision.

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

High regard is given to safeguarding children and promoting their welfare as staff are able to take prompt action if they have any concerns regarding children's welfare. They have attend relevant safeguarding training and show a clear understanding of appropriate support networks, such as the use of the common assessment framework. Robust systems are in place to ensure the ongoing suitability of all staff; this includes appropriate vetting checks, induction programmes and appraisal. Staff successfully implement a broad range of policies and procedures aimed at safeguarding children and protecting them from harm. All required documentation is in place which is used appropriately and shared with parents. Staff have secured excellent working practice with a broad range of professional that work with the children and their families. They share information with the local schools and are actively involved with the local authority and Pre-School Learning Alliance, promoting effective partnerships that promote all areas of children's welfare and development.

Promoting equality and diversity is embedded in staff practice. Staff ensure the needs of any children who have identified special educational needs and/or disabilities are catered for effectively and inclusion is continuously promoted. Children participate in well planned activities that help them learn about cultures and beliefs and use a range of resources that promote positive images of people in the community. In addition, children and their families have excellent opportunities to join in events and develop their adult learning skills as the centre provides a broad range of adult learning courses along with family days, Saturday dads and male carers groups and a summer family playscheme; this outstanding effort to engage with parents ensures all of the family are supported effectively. Staff have established good relationships with parents along with continuous methods of information sharing; as a result, seamless links are developing between children's care and learning at the nursery and at home. Parents spoken to during the inspection report that communication between themselves and staff is excellent and they are offered a good range of information about the setting and their children's progress. They have good relationships with staff and their children are very happy while attending the setting. Deployment of resources is effective as excellent use is made of time and space, enabling children to be purposefully engaged in a broad range of activities that support their learning. A high ratio of staff ensures children are continuously supported and their spontaneous play is encouraged. Staff conduct thorough risk assessments relating to the setting and outings and complete daily safety checks, promoting children's safety effectively. Staff use an extensive range of methods to evaluate the quality of the service, although a system of collating these various evaluations to show links to all areas of the provision is in its infancy. For example, staff evaluate the provision and outcomes for children effectively and welcome parents' views. Parents complete questionnaires regarding the provision and at the end of the parenting courses, family play schemes and dads events; this ensures parents and carers have excellent opportunities to give their views on a regular basis. Staff then take excellent steps to meet the needs of all users of the centre and respond to their ideas, for example, they have recently set up a children's book library as a result of

parents requests. Overall, this shows an outstanding ability to drive improvement relating to the welfare, learning and development of children and their families.

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

Excellent systems are in place to support children's learning as staff show a keen interest in children's individual interests and encourage them well during play. Children are cared for in small groups, creating a family atmosphere where they all know each other very well, especially as older children have attended for many years. The learning environment is compact with every space used to provide a learning opportunity relating to all areas of learning. Children freely use resources that are well organised and stored in low level units which are labelled with words and photos; this enables them to make informed choices and develop their independence. Their physical care needs are also met well as they have access to a good range of child sized furniture and equipment. Children in all group rooms are provided with a broad range of toys and equipment that are of good quality and reflect the age and abilities of the children attending. Well planned wall displays of photos of children and their families participating in activities and events help to create a sense of belonging and promote children's self-esteem.

Staff have established excellent systems to monitor children's progress. For example, they use a range of observational methods which are supported by photos and samples of children's drawings and creative work relating to all areas of learning. They then complete their assessments of children progress and highlight their next learning steps. Information about children's individual learning needs along with information gained from staff daily evaluations are then used to inform the planning for the next day, as a result children's learning needs are met effectively. Children who have identified additional learning needs are supported extremely well as staff work in partnership with other professionals to ensure children's individual education programmes are in place and regularly reviewed. Staff show a clear awareness of using the common assessment framework to promote the early intervention and support for children who have additional needs; this ensures children's welfare is safeguarded and that they are supported by the appropriate range of professionals. Children are offered an excellent balance of learning opportunities, including free-flow indoor and outside play, adult-led activities, forest school activities and outings in the local community. Children's welfare is safeguarded as staff implement a range of policies and procedures aimed at keeping them safe and promoting their good health.

Children are supported in the event of an accident or illness as staff hold relevant qualifications in first aid and ensure appropriate records are kept, helping to safeguard children's welfare. Children's individual dietary needs are known and respected. Well established lunch time routines are in place. For example, children's home made packed lunches are re-heated by staff who show high regard to maintaining food safety standards and keep appropriate records. Children enjoy relaxed lunch and snack times where they sit together in small groups and discuss the events of the day. Younger children are also supported in learning to take

turns as they pass the taking turns card around the table. They are offered a variety of healthy snacks including fresh fruit, vegetables and milk or water to drink, enabling them to adopt healthy lifestyles as they make choices of the foods they would like to eat. Children are developing good self-care skills and learning about personal hygiene as they use the bathroom independently, wash their hands appropriately and know to put tissues in the bin after use, helping to stop the spread of infection. Children are very well behaved and show good relationships with each other and staff. Older children show a clear awareness of expectations of their behaviour as they remind each other of appropriate codes of conduct. Children show a positive contribution to their learning environment as they use resources with care and help to tidy away toys after use, developing their sense of responsibility. Children respond positively and cooperatively to the well established daily routines, promoting a calm and productive atmosphere. Children are helped to feel safe as they participate in regular evacuation drills and benefit from lots of cuddles from staff, promoting good relationships that help them feel secure.

Children are making excellent progress towards the early learning goals. Older children are active learners; they are productive and make excellent use of their time. They show good writing skills as they draw representational pictures and clearly write the letters of their names. They can identify letters of the alphabet and make comparisons of how the letters look. Children use language effectively to describe real and imagined experiences. They speak confidently in a small group and sing familiar songs from memory. Younger children are supported well in developing their language skills as staff are attune to their attempts at speaking and encourage children to talk during play. Children show skilful use of the computer, using the mouse independently and following the programme, develop their awareness of technology. All children develop their free creative expression as they use a range of art, craft and malleable materials appropriately. Children enjoy being imaginative while using the home corner, for example, older children re-enact real life experiences, while younger children make connections relating to the resources they are using, such as putting the bread in the play toaster and play food in the microwave. Younger children enjoy exploring while using wet sand and water with bubbles. All children benefit from continuous access to outdoor play, enabling them to gain regular exercise and fresh air while using a broad range of resources that promote their physical skills and healthy lifestyles. They have access to large climbing equipment and a variety of wheeled toys, enabling them to develop their physical control. Children design and construct with large plastic crates during outside play, for example, making a walkway and a stage on which they then perform their songs. All children show an excellent awareness of number as staff count with younger children during play and older children are able to count objects accurately and make comparisons, for example, of how many trains they all have while using the train set. Overall, children have excellent opportunities to develop their skills for the future. For example, they use their learning environment purposefully while being supported by staff that encourage their impendence and confidence while ensuring their individual learning needs are monitored and catered for effectively.

## 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