

Woodside Children's Centre

Inspection report for early years provision

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Inspector

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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

Woodside Children's Centre opened under the current name in 2006 but has a long history of working with early years children since 1943. It operates from four rooms in a purpose-built building. There are a number of additional community services also available. Children have access to an enclosed outdoor play area. The nursery is in a residential area on the White Hart Lane area near Wood Green. It is open each weekday from 8.00am to 6.00pm for 51 weeks of the year.

The nursery is registered on the Early Years Register. A maximum of 73 children may attend the nursery at any one time. There are currently 85 children aged from birth to under five years on roll, some in part-time places. The nursery has a number of children with special educational needs, who speak English as a second language or are bilingual.

There are 30 members of staff working part time and full time. Their qualifications range from: National Vocational Qualifications or equivalent in levels two and three in childcare to Bachelor of Science in Childhood Studies and Post Graduate Certificates in Education. One member of staff has an Early Years Professional Status qualification. The manager holds a National Provisional Qualification and Integrated Centre Leadership qualification. The setting provides funded early education for three and four-year-olds.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

This nursery offers a welcoming and friendly service. There are successful measures in place to acknowledge children's individuality. Overall the setting has effectively introduced the Early Years Foundation Stage into their practice. In most instances fully effective observation and assessment processes are in place. There is a consistent approach to service improvement. All staff are enthusiastic and motivated and understand the importance of continual improvements.

What steps need to be taken to improve provision further?

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

- review healthy lifestyle procedures and ensure key people understand the importance of promoting good health
- develop further sensitive observational assessment in order to plan to meet young children's individual needs.

The effectiveness of leadership and management of the early years provision

The setting is meeting all regulations and duties to safeguard children and demonstrates comprehensive awareness of safeguarding procedures. The setting works collaboratively with other key agencies effectively. Comprehensive policies and procedures are consistently and robustly used to ensure that children are kept safe. The setting has a robust recruitment and vetting procedure. New members of staff have an extensive induction. There are effective procedures in place to ensure that children are collected from the setting by authorised adults only. Visitor's identities are checked, their purpose, times of arrival and departure are all recorded.

The setting has maintained a programme of training on childcare issues and shows interest in continuing this to address areas of weakness. There is an impressive number of highly qualified early years childcare professionals working with children. Their qualifications range from: National Vocational Qualifications or equivalent in levels two and three in childcare to Bachelor of Science in Childhood Studies and Post Graduate Certificates in Education. There is an Early Years Professional Status qualification. The manager holds a National Provisional Qualification and Integrated Centre Leadership qualification. New members of staff, and supply staff undergo induction and are supervised by senior staff members. Regular team meetings ensure that all members of staff are kept up-to-date with policies and procedures and changes in practice. All members of staff are encouraged to access both in-house and local authority training. Senior members of staff are nominated roles to safeguard and support special educational needs. There are a number of qualified first aid staff members. Leaders and managers ensure that the setting remains within the requirements of their registration.

Overall outcomes related to all children's progress are good. Resources are fit for purpose and able to support children's learning and development. This includes a variety of resources providing positive images of diversity which are well presented and effectively blended through activities. Natural resources such as sand, water and ice are available to explore along side resources which support sensory awareness. Play and learning resources are stored at low level and provide children with opportunities for choice making. There is some free movement from indoors to outdoors where young children are self-selecting equipment to take out side with them. The range of resources are used well to achieve the planned goals in learning and development. The overall environment is conducive to learning, safe and well cared for. The accommodation is fit for purpose. Key people working with children are looking at ways to improve effective links between previous assessments and follow-up observations to improve quality of service and provide parents with clearer information. In some groups of children this is achieved effectively. Children achieve well as a result of the setting they are in. The provider takes appropriate steps to ensure that resources and the environment are sustainable and children share recycling experiences from home.

The setting effectively and actively promotes equality and diversity throughout practice. In particular they are highly effective in supporting and meeting the

needs of children with Special Educational Needs. The setting has a provision for children who have social communication difficulties. Some of these children have a diagnosis of autism. The provision is highly effective in supporting children's social and emotional interactions and provides a variety of communication techniques such as picture exchange communication system (PECs) and visual time tables. Language is modelled, used repeatedly and kept simple to support development. These children are encouraged to participate in both one to one and take part in small group activities. Learned skills are practised within the main body of the nursery where all children have opportunities to be integrated and learn effectively from others. Individual educational programmes are reviewed frequently and parents are kept well informed. The setting is highly successful in taking steps to close identified achievement gaps. Key people working with children are successful in building knowledge of individual children and assessing their progress. Consequently, outcomes for children and their experiences are positive. Monitoring and evaluation of the setting is robust which contribute to maintaining and improving the settings effectiveness. The setting has recently canvassed parents requesting information on festivals and celebrations they would like their children to learn about. Children are building awareness of diversity through project work and creative activities.

The leadership and management team have addressed all of the recommendations made at the last inspection. They have implemented effective systems to ensure that children are supervised at all times. Self evaluation is prioritised effectively. Systems show that the setting is able to gather and analyse evidence about the effectiveness of the service and this drives ambition and secures improvement.

The setting is part of a community children's centre and has close links with local schools and health services including the speech and language; and health visiting professionals. The setting has recently appointed an Early Years Teacher to support early years educational programmes. The leadership and management team value relationships with key professionals who have a strong contribution to children's achievements and well-being. The link school and other linked services supports staff working at the setting through shared training and by modelling helpful techniques to support the services children receive. While the majority of children move through the setting seamlessly, where children leave to attend other services the setting provides a written report related to their development under the six key areas of learning. The setting sign posts parents to additional services across the borough in order to reach those families who are less likely to be able to access services easily.

Overall the setting has positive relationships with parents and carers. Their relationships are well-established ensuring each child's needs are met. Although information about children is collected before their start date, this usually consists of home routines, likes and dislikes and family background. There is limited information collected on what children know and can do before they attend. Consequently this impacts on early relationships between the home and nursery. Pre-starting date visits take place within the children's home environment and time is taken to settle children into the setting. Parents are kept well informed about their child's progress. Each child holds a diary scrap book which holds information about children's development and shows examples of children's work and

photographs of them learning. This document travels between the home and the setting and helps to keep parents fully informed about their children's development once they have started at the setting. In addition parents are invited to telephone, use e-mail and text messages to keep in touch. Several times a year parents and carers are invited to attend parents' evenings and 1-1 consultation meetings. This time is used to keep parents informed about the Early Years Foundation Stage and how their children are observed and assessed to plan for their learning and developmental needs. Parents have access to a noticeboard; they have access to policies and procedures and can contribute to the service through questionnaires and through everyday discussions. The setting helps parents and carers to support their children's learning in different ways. For example, through books, topics, events and access to a toy library. Parents whose children attend the specialist provision and where there are families who speak English as an additional language receive support. They are provided with photographic sequencing instructions to help them support learning in the home environment. Interpreters are accessible where needed. In addition during holiday periods social days are planned to support parents and siblings of children with additional needs in order to support friendships and links to others experiencing similar challenges.

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

Overall young children are making good progress towards the early learning goals in all areas of learning. They are motivated and interested in a broad range of activities and take responsibility for choosing what they do. Children's welfare is promoted, they make overall progress in developing the personal qualities that enable them to take responsibility for small tasks and develop skills for the future.

Children show a strong sense of security and feel safe within the setting. They have high levels of support from key people who aid children in engaging others and encourage independent learning. Children understand and comply with standards of behaviour in order to keep themselves and others safe. Key people support children's development of what is acceptable behaviour through sensitive intervention and discussion about emotions and friendships. Children are learning how to use a range of tools and equipment safely such as scissors and glue sticks. Children are extremely confident and are provided with opportunities to communicate their thoughts throughout their day. The high quality of adult interaction and exemplary organisation of routines help children to gain an exceptionally strong sense of security.

Children enjoy a range of physical play opportunities. This includes, negotiating a varying range of climbing and balancing equipment, access to tricycles, bicycles and trolleys and movement to music. Older children move around their environment negotiating tables and chairs with confidence. They have good fine motor skills. Under twos are active within their play. They are moving around with confidence. They have a range of challenging equipment to help them gain confidence in practicing new skills. All children have opportunities to be physically active both inside and out. Older children can use toilet areas independently, most

are able to manage clothes and are familiar with the sequence of using the toilet and washing hands. Children in the two to three age range lack guidance in understanding the importance of washing hands and the use of soap. Under twos are dependent on key people for personal hygiene tasks. Generally children are provided with choice and their independence is encouraged around meal times. However, again children in the two to three age range are given little independence and choice about what is put on their plates. There are few discussions on healthy choices. Under twos are developing awareness of their difference senses and enjoy meals and snack times as they attempt to independently feed themselves.

Children show an extremely strong sense of belonging to the setting. They settle well and are confident and self assured. They develop excellent relationships at every level with both key people and their peers. This shows in their caring attitude towards others. Children are fiercely independent and value opportunities to try things out for them selves. Their opinions are valued and encouraged; they understand that key people will show patience and understanding to assist them in their challenges. Children show an excellent awareness of responsibility within the setting. For example, they help tidy up, engage in washing up equipment used in the sand tray and generally show helpfulness towards others. All children are valued and their experiences help them to value others for their differences. They take part in a range of activities and discussion to build awareness of diversity within their own communities and are learning through 'Jasmine the duck' who travels; all about different countries and their friend's experiences.

Babies and young children are able to communicate their needs through a series of babbles, gurgles, cries and squeals. Key people working with children under the age of two years use lots of simple language around them to support their developing communication skills. All children have access to a suitable range of books and other resources to stimulate children's inquisitive nature and provide topics of conversation. Opportunities to mark-make help children to practise the skills for writing. Some of the older children are able to write their names. The environment is rich in signs, symbols, notices, numbers, words, rhymes, books, pictures, music and song which generates questions and makes connections across all areas of learning and development. A range of resources such as construction equipment, shape sorters, matching games and different sized cups and containers in the water and sand areas, provide children with opportunities to problem solve. Children have a arrange of props such as telephones and tills which they can use in role-play. In addition, children have access to interactive resources such as a programmable guitar, story tapes and compact disc players and computers. These experiences support their knowledge and understanding of information, communication and technology. There is a sensory room where children are able to explore and experience their senses. Interactive sensory equipment forms part of every day experiences for children in all rooms. Children are able to observe experience and absorb the world they live in and interact socially with others.

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?	2
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	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	1
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

Outcomes for children in the Early Years Foundation Stage	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	3
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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