

The Lloyd Park Centre

Inspection report for early years provision

Unique reference number	EY283352
Inspection date	24/02/2011
Inspector	Lynn Palumbo
Setting address	Winns Avenue Entrance, Lloyd Park, Walthamstow, London, E17 5JW
Telephone number	0208 531 9522
Email	lpc@thelloydparkcentre.co.uk
Type of setting	Childcare on non-domestic premises

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2011

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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

The Lloyd Park Centre is one of two settings managed by a voluntary organisation known as The Lloyd Park Centre 'Building for a Brighter Future'. The setting opened in 1987, before moving into purpose-built, open-plan premises in 2004. The centre opens on five days a week all year round, with the exception of Bank Holidays and two weeks over Christmas. Sessions are Mondays to Fridays from 8am until 6pm. All children share access to an enclosed outdoor play area. The setting is registered on the Early Years register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 134 children aged under eight years may attend the setting at any one time. There are currently 103 children on roll within the early years age range. The nursery receives funding for the provision of free early education for children aged three and four years. The setting currently supports children with English as an additional language and children with special educational needs and/or disabilities. There are 41 members of staff, including three administrators, a chef, two catering assistants and a caretaker. The team of 34 nursery staff, all hold appropriate early years qualifications and 15 are working towards further qualifications. The centre is supported by a staff member holding Early Years Professional Status and also by a qualified teacher. The manager holds an MBE for her commitment to local families.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The management and staff team promote most aspects of the Early Years Foundation Stage framework requirements highly successfully within a fully inclusive environment where all aspects of diversity are reflected well. Children are making excellent progress in their learning and development. The management and staff team meet children's individual needs through high quality care and support and the exemplary partnership with parents and others involved in children's care. They evaluate their practice and have an accurate awareness of their strengths and most weaknesses and demonstrate a high level of commitment to driving improvement of the provision and outcomes for children.

What steps need to be taken to improve provision further?

To meet the specific requirements of the EYFS, the registered person must:

- ensure the record of the children's hours of attendance is maintained at all times for all children looked after on the premises (Documentation)

10/03/2011

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

- provide further opportunities to support children's growing independence, for example, allowing them to serve their own lunch.

The effectiveness of leadership and management of the early years provision

Policies and procedures necessary to safeguard children's welfare are well-written and implemented effectively by all staff. Vetting procedures ensure that all staff working with children are suitable to do so. Documentation relating to children's individual needs and care routines is well maintained. Although an attendance record is in place for all children, the hours of children's departure times is not consistently kept up-to-date. This has an impact on safeguarding and is a breach of the requirement to keep records of the hours of children's attendance. Thorough risk assessment takes place across the provision and a comprehensive written record of risk assessments is maintained, so as to ensure potential hazards are minimised. Staff are well qualified and work effectively together as a team. They are clear about their roles and responsibilities and have a strong commitment to continual professional development. The manager has a good understanding of the setting's strengths and weaknesses and during the inspection she demonstrated that she is consistently driving for rigorous monitoring to sustain improvements, thus the outcomes for children are continuously improving. Resources are well deployed across the nursery both indoors and in the outside area. This supports children to make excellent progress in their learning and development.

Staff engagement with parents is exemplary. Parents are highly valued as partners and are confident in the ability of staff to meet the individual needs of their children. The key person system is effective and parents know who to go to if they have a concern. Staff understand children's home circumstances and provide appropriate and sensitive support whilst maintaining a high standard of confidentiality. Consistent and inclusive systems of communication with all parents result in a strong partnership and engagement. Staff provide parents with written policies and procedures and a wide range of information about children's learning and development. They have also established excellent links with other childcare and education providers to ensure that children's needs are met and there is continuity in their learning.

Staff promote inclusion excellently, for example, by planning activities to promote the positive images of cultural diversity and disability. This helps to give children and all families a strong sense of belonging and of being valued. The setting actively promotes equality of opportunity and works with parents and other agencies to support and meet individual children's needs. They are vigilant and proactive to ensure that all children are fully included. For example, they work in partnership with parents and health care professionals to address children's specific health care needs.

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

Staff have created a calm, welcoming environment and have effectively organised the open plan play areas to provide a very good range of toys and activities according to children's ages and stages of development. The outdoor areas are designed so all children and babies explore challenging environments, enjoy fresh air and exercise. Children develop physically using large apparatus, and ride tricycles and bikes. In addition, they join in gardening activities and play a wide range of games. Staff ensure that resources are always accessible and this supports children to make their own choices and promote their independence and self-esteem. During activities, staff stimulate children's thinking effectively by asking a good range of questions to support their learning. For example, as toddlers act out going to the shops and being shop keepers; staff ask questions about what things they are selling and talk about the exchange of different amounts of money. This supports toddler's numeracy, problem solving and reasoning skills. Staff have a secure understanding of the Early Years Foundation Stage and plan purposeful play, with a balance of adult-led and child-initiated activities. A highly effective key person system ensures there are efficient methods for observation and assessment and that staff identify the next steps in all children's and babies' learning. Information gathered is used to inform future planning and as a result children progress very well in their learning and their individual needs are met because staff have a very thorough understanding of them. Staff have a loving and caring relationship with children and babies, who form extremely strong attachments to adults and other children within the nursery. All staff apply clear and consistent boundaries for behaviour, so that children develop knowledge of what is expected. Children display responsibility within the setting and they are able to challenge their own skills, for example, pre-school children assess the risks when making imaginative structures with large wooden blocks. In addition, they learn that different methods of resistance will ensure their structures are safe to climb.

Staff provide high level sensitive care and support to extend children's learning. For example, toddlers use picture cards to organise their construction resources and use tools to build cars; they also use their own imagination to create other structures. Children and babies enjoy their time at setting and they take pleasure in listening to stories. Babies handle books with great care and are attentive as the staff encourage them to explore the characters within many stories. All children are creative in their play, for example, when engaging in role-play activities, the pre-school children use blocks and materials to design a car and use very good dialogue about families and travelling in a car. Toddlers explore the properties of coloured paint and corn-flour and they are very inquisitive as they pour the contents into different sized containers and feel the changing textures. Babies, are becoming skilled at using brushes to select paint and explore water play, staff are close by to remind them not to eat the paint and drink the water as they are actively discovering. Staff support children to use a wide range of equipment and tools safely, for example, when rolling and shaping malleable materials and when cutting. This is further extended when preparing fruit for snack time and making fruit kebabs.

Children understand how to keep themselves safe from harm by participating in regular fire evacuation practise and listening to staff talk about how to stay safe in the setting and on outings. During the inspection children and staff remained calm as the fire drill was activated twice, all staff ensured babies and children were safe and calmly evacuated the building until the fire brigade confirmed the building was safe to re-enter. Staff have established excellent systems to help children adopt healthy lifestyles. For example, the chef and assistants provide children with healthy snacks and meals and a good variety of different cultural meals, according to their individual needs and written menus are shared with parents. Children discuss the foods they eat knowing that fruit is good for the growth of their hair. Toddlers and older children are independent in their self care skills as they put on aprons before painting, dress appropriately for outdoor activities and wash their hands after a meal. However, toddlers and pre-school children do not consistently serve their own foods during the main meal. Babies are in a good routine and hold their hands out to be wiped by the staff. All children are developing independence and contribute effectively towards the welfare of others, for example, as they help staff to tidy up at the end of an activity and play along side other babies and children. Children are developing skills that will contribute to their future economic well-being excellently as they use information and communication technology, visit the local shops and market and use role-play to support their learning. Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events throughout the year. This ensures that children learn to value aspects of their own lives and the diverse society in which they live.

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	1
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	1
The effectiveness of the setting's engagement with parents and carers	1

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	1
--	---

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	1
The extent to which children feel safe	2
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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:

Not Met (with actions)

The provider confirms that the requirements of the voluntary part of the Childcare Register are:

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 10/03/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the early years section of the report (Records to be kept) 10/03/2011