

World's End Under Fives Centre

Inspection report for early years provision

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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

The World's End Under Fives Centre was registered in 1994. The pre-school has been operating since 2008. It is located in the World's End Estate in Chelsea, close to transport links. It is managed by a voluntary management committee. Children have access to a pre-school room and crèche room and share an outdoor area. The pre-school is open term time only between 9:15am and 3:15pm with part-time places available. A maximum of 24 children in the early years age group may attend at any one time.

There are 27 children on roll. The crèche operates for 51 weeks a year in the afternoons. A maximum of 20 children may attend the crèche at any one time. A morning drop-in is also available for local families.

The pre-school and crèche are registered on the Early Years and the voluntary part of the Childcare Register. Six staff, one of whom is part-time, work with the children at both provisions. Five of the staff have early years qualifications.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children enjoy their time at this provision. They are making good progress in their learning and development because the staff team plan and provide for the children's individual needs. The staff team work very well in partnership with parents and others. Cultural diversity and inclusion is valued and respected well overall. The management committee and staff have started to evaluate the service and have a sound commitment to further improve and develop. However, they are yet to use a range of methods to reflect on all aspects of their practice to ensure its effectiveness in identifying areas for future development on an ongoing basis to make continuous improvement.

What steps need to be taken to improve provision further?

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

- provide a named deputy who is able to take charge in the absence of the manager (Staffing arrangements). 13/05/2011

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

- develop the process for ongoing self-evaluation that is reflective and covers all aspects of the childcare in order to identify the strengths and priorities for development that will improve the quality of provision for all children.

The effectiveness of leadership and management of the early years provision

Staff members have good awareness of safeguarding children procedures and issues. They know what signs or symptoms indicate that children may be ill-treated and the reporting procedures to fully protect children. Rigorous recruitment procedures are used to ensure that all adults working in the setting are suitable to be with the children.

Staff members are well deployed so children are supported and supervised both indoors and out. A number of staff has up-to-date first aid qualifications to further promote children's safety. Emergency evacuations are practised with the children on regular basis to help them learn how to keep themselves safe in an emergency. This is recorded in sufficient detail. Staff complete the attendance records promptly as soon as the children arrive which helps to keep the children safe in an emergency evacuation situation. They learn to play safely in the nursery and they learn about road safety from visitors on their walks and outings. Comprehensive risk assessments are conducted before each outing undertaken with children. Additionally, risk assessments are regularly carried out for the premises and recorded in sufficient detail.

The manager takes charge of day to day responsibilities giving clear direction and organisation. Additionally, room leaders have specific roles and responsibilities for the pre-school and crèche which works well to meet children's needs. However, there is no identified deputy to take charge in the manager's absence. This is in breach of a specific legal requirement in the Statutory Framework for the Early Years Foundation Stage.

Parents say that they have every confidence in the staff, as they are always ready to listen and their children are happy in the nursery. The children are developing an interest in books and look forward to coming to the setting to play and learn with their friends. There are a number of opportunities for parents to be involved in their child's learning and development in the setting and follow clear ideas of how to support children's learning at home. For example, reading stories, organising festivals and bringing in artefacts related to topics being developed in the setting.

Partnership with parents is good. Parents are provided with a range of information about the setting via a notice board and regular newsletters. Parents speak positively about the setting and the care their children receive. Partnerships with others benefit the children, for example, the staff are beginning to work with the early years department to promote continuous improvement of the provision for children's care and learning. Furthermore, the staff members are proactive in forming links with other professional agencies to ensure that children with special educational needs and/or disabilities receive additional support to meet their needs effectively.

A comprehensive range of policies and procedures, provide the framework for the

successful delivery of care and education. Staff members enjoy very good relationships with parents and carers and the adults regularly share information about children's development and progress formally and informally. Useful information is posted in the entrance area for parents. They can easily see which staff members hold positions of responsibility, the name of the key person for their child as well as information about day-to-day events.

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

Children are very happy and confident at the setting, where they are cared for by a consistent staff team who know them well. They benefit from the staff's understanding and delivery of the Early Years Foundation Stage. They are provided with a well organised and stimulating learning environment. Staff members track and record the achievements of each child in all areas of their learning. They plan with care to help every child to make the very best progress. A particular strength in their work is the way in which they promote children's independence and the right balance of adult-initiated and child-initiated activities. Staff members have arranged toys and resources so that the children can make choices and decisions.

Every child is making good progress towards the early learning goals given their starting points. This is because the manager and staff make good use of valuable information gained from parents to establish children's starting points and their interests. Observation and assessment systems are secure for individual children and shared with parents.

Staff members actively promotes children's independence through arranging toys and resources in a way that gives children of all ages opportunities to make choices and decisions about what they would like to play with. All of the activities in the setting are child-initiated; children are confident as they play with resources of their choice. They have great fun as they build train tracks with bridges; children confidently talk about the big and little as they compare the sizes.

It is clear from the attractive displays around the rooms that the children handle and use a suitable range of art materials in their paintings and collages. Children's files also contain many examples of colourful art work. Personal skills promoted well. The development of children's skills for the future is appropriate in that they count aloud and learn about numbers in their play. For example rolling large dice, they note, add and compare the numbers using appropriate mathematical language such as more than less than. Children's verbal communication skills are developing well through conversation with staff over their play and adult-led tasks. They enjoy story time and sharing books and they communicate freely with the staff that speak to children clearly and teach them new words. Additionally each child has regular weekly communication and language lessons tailored to their needs and tracked carefully by staff.

Children have access to an information and communication technology (ICT) area in the playroom and are developing their skills for the future in communicating,

literacy, numeracy and ICT. The nursery has a modern computer for children to develop their IT skills but it awaits repair and consequently it is not in use at the moment. The setting is committed to promoting an inclusive service where all children are welcomed and valued. The setting has good access to other local professionals, such as speech therapists who provide support to children and their families. Consequently, any concerns about children's development are discussed with parents and appropriate support offered to meet children's needs. Children are provided with enjoyable opportunities to value their individual backgrounds and learn interesting facts about diversity in the wider world.

Children are happy and settle successfully into this friendly setting because they have secure relationships with all staff, the key worker system works well and further supports the children. Children are well-behaved; they respond positively to praise and encouragement by staff. Emphasis is placed on helping children to develop good manners and social skills, which enables them to play cooperatively together and provides a positive environment in which to continue their learning.

The setting is well resourced and inviting to children. They enjoy opportunities to initiate their own activities, have autonomy over their learning and have fun. Children are well behaved as they are well occupied with interesting activities. Overall, children are provided with a secure environment which values their home backgrounds and those of people within the wider community. Consequently, children are developing some positive skills to support their future learning.

Children's good health is well promoted as they are encouraged to wash their hands regularly, especially before snacks and meals and after messy play. Children know why they have to wash their hands before meals and snacks. Lunch time is a social occasion as children sit together with staff to eat. Children's physical development is well promoted as they can access the outdoor play area throughout the day. They are provided with good opportunities to climb and balance using a range of outdoor equipment.

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	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
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	3
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

The quality of the provision in the Early Years Foundation Stage	2
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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	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 voluntary part of the Childcare Register are:

Met