

Stonecroft Under 5's Centre

Inspection report for early years provision

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Inspection date	29/03/2011
Inspector	Stacey Sangster
Setting address	100 Priory Road, Hornsey, London, N8 7HR
Telephone number	020 8340 7050
Email	
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

Stonecroft Children's Centre Nursery was registered in October 1999. It is situated in a residential area of Haringey and is managed by the local authority and is part of a Children's Centre which offers a range of services to support and enhance the lives of local families. The setting supports children with English as an additional language and special educational needs and/or disabilities.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. They may offer care to up to 55 children under the age of eight years; of these, not more than three may be under two years at any one time. Currently the nursery have 72 children on roll, all of whom are in the early years age range. A holiday play scheme is offered.

The nursery is in receipt of funding for the provision of early years education for children aged three and four years and is part of a pilot offering funding for children from the age of two. The nursery is open from 8am until 5.45pm Monday to Friday for 48 weeks of the year.

Staff employed in the nursery hold a range of appropriate child care qualifications. Of the 33 staff employed by the Children's Centre, 17 work directly with the children in the nursery; 14 of these staff hold a level three qualification and three staff are degree qualified, with one working towards an Early Years Professional Status award. All staff are first aid trained and three staff have a food hygiene certificate.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The setting meets the needs of children in the Early Years Foundation Stage well. Most of the systems in place to monitor and develop the setting are effective. The setting has a good understanding of where its strengths lay and which improvements will have the biggest impact on children. Priorities for improvement are well targeted and the settings capacity to continually improve is strong.

What steps need to be taken to improve provision further?

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

- ensure the continual and systematic assessment of children's progress is used to more effectively identify and address gaps in children's learning as they emerge
- monitor and improve the consistency of records kept for the safe and efficient management of the setting and those used to meet the needs of the

children

The effectiveness of leadership and management of the early years provision

Safeguarding is given high priority within this setting. The recruitment and induction procedures are robust and make sure that only adults who are suitable to work with children are able to do so. Risk assessment arrangements ensure that the environment in which children are cared for is safe and continually monitored. Most of the documentation in place supports the welfare and safety of the children, although some record keeping systems put in place to exceed the minimum requirements are completed inconsistently. Equality and diversity are actively promoted, children are provided with a wide range of resources which provide positive images of diversity and most children are able to recognise themselves and their family within the resources. Details of each child's family religion, beliefs and culture are noted so that planning can incorporate celebrations and festivals which are important to the children attending. Written observations are undertaken on a regular basis, although these track rather than assess children's progress. Staff review the information gathered periodically, rather than continually. This reduces the opportunity to identify gaps in children's learning when they first begin to emerge. When gaps are identified appropriate support is offered to narrow or close them and this includes offering some guidance to parents about how they can support their child's learning at home. Parents are very happy with the provision and many are able to share examples of how the setting have had a positive impact on the lives and development of their children. Effective two way communication between the parents and setting is in place which ensures that details of children's care needs are systematically shared on a regular basis. The partnerships with others who have a role in supporting children, is strong in most areas. Arrangements for sharing relevant information to ensure effective continuity and progression, where children attend more than one setting are emerging, but the impact of these partnerships are variable. Resources are of high quality, are plentiful and are well maintained. They are successfully used to support children's care and learning. The deployment of staff is particularly effective and children receive high levels of good quality support in a nurturing and caring environment. The setting monitor the provision and all staff are included in the self-evaluation process. Staff and management are proud of the impact that the nursery has on the lives of the children and families who attend. They work hard to continually improve. They are successful at identifying and building on their strengths and swiftly addressing any weaknesses. They have a clear understanding of how they can improve their setting further and plans for development focus on appropriate priorities.

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

Children's welfare is promoted effectively. A range of policies and procedures guide the staff and inform the parents of the setting aims and objectives. Staff work

together effectively to support the children in this setting. Outcomes for children are good and improving and they very much enjoy their time in the setting. The atmosphere is one of busy purposeful play. Children and staff laugh and smile often.

Children learn about how to keep themselves and each other safe, because staff provide gentle reminders and discuss with children the potential impact of actions such as running when inside or not looking where they are going. Children have good opportunities in this setting to take appropriate and measured risks. They enjoy jumping from climbing apparatus onto safety matting and when several children are taking turns to use the equipment they demonstrate that they are skilled at assessing when it is safe to jump and when they need to wait for their friends to move from the mat before taking their turn. Children demonstrate an increased awareness of hazards such as fire, from their visits to the local fire station and regular participation in fire drills within the setting. They understand that in an emergency they may need to stop what they are doing and listen carefully to adult instructions. Their confidence in the adults in the setting results in children recounting such procedures without undue concern. Children demonstrate that they feel safe and secure, approaching adults without hesitation for help and comfort on a regular basis.

Children behaviour is good and they work together co-operatively, sharing resources and engaging in games and role play with and without adult intervention. Increasingly as children progress through the setting they are able to resolve disputes and negotiate with each other without the need for adult support. Children show respect for each other and are kind and caring. They have opportunities to strengthen the positive impressions of their own cultures, beliefs and home language because the setting ensure that all children attending have an opportunity to celebrate and share details of their heritage.

Most children have a good understanding of what constitute a healthy lifestyle. They are provided with healthy and nutritious snacks, and learn about healthy eating during regular discussions with staff. Some children are beginning to equate eating healthily with growing strong and fit. Children have excellent opportunities to engage in physical activities and access to the outside play area is a favourite activity for most. When engaging in active play they learn about how exercise supports a healthy lifestyle and begin to notice the effects that it has on their body. Many children know how to support their health, by for example resting briefly and drinking more water after a bout of vigorous running.

Children are making good progress in their development and are acquiring skills which support their future learning and transition to school. They are developing a good awareness of the wider world and their place in it. All children make good progress, in relation to their ability and starting points in the six areas of learning. Communication, language and literacy and personal, emotional and social development are given high priority and a good grasp of these areas helps the children to secure their development in the other areas. Childrens abilities in relation to information technology are also developing well. The progress that children make is enhanced by the careful planning which identifies children's interests and the next step that they need to focus on in their development.

Children are becoming active, curious and inquisitive learners, well prepared for future learning and with an interest in the world around them.

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	2
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

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 compulsory part of the Childcare Register are: Met

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