

# Gange Children's Centre

Inspection report for early years provision

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<b>Inspection date</b>	19/05/2011
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<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

Gange Children's Centre opened in 1979 and was registered with Ofsted in 2001. The registered provider of this setting is the Harrow Local Authority. It operates from a purpose built building in Wealdstone in the London Borough of Harrow. There are fully enclosed, secure outdoor play areas. The nursery is open each weekday from 9.00am to 4.00pm all year round. Morning sessions are from 9.00am to midday and afternoon sessions run from 1.00pm to 4.00pm. The setting also operates a holiday playscheme which opens during the main school holidays from 9.00am to 5.30pm.

The centre is registered to care for 30 children under eight years with no more than 20 children within the early years age range. There are currently 19 children on roll within the early years age range and there are also children in attendance who receive funding for early years education. The provision is registered on the early Years Register and the compulsory and voluntary parts of the Childcare Register. Children come from a wide catchment area and attend for a variety of sessions. The setting currently supports children with special educational needs and/or disabilities and also supports children who speak English as an additional language.

The nursery employs four members of staff who work on full and part-time basis, all of whom hold appropriate early years qualifications.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children blossom in this setting and they are making excellent progress in their learning and development. There are effective systems in place to ensure partnerships with parents, carers and others are fully promoted. This ensures the needs of all the children are successfully identified and met. Self-evaluation is reflective which means that the setting is continually improving all aspects of their childcare service to improve outcomes for children. Children's safety and welfare is well promoted. In the main, the required records and documents are maintained.

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

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

- obtain written parental permission at the time of the child's admission to the provision, to the seeking of any necessary emergency medical advice or treatment in the future (Safeguarding and promoting children's welfare)

03/06/2011

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

- consider displaying lists of words from different home languages and invite parents and other adults to contribute.

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

The children's safety and welfare is well promoted as practitioners are aware of the possible indicators of abuse and the reporting procedures to follow if abuse is suspected. Practitioners have completed safeguarding training and the necessary documentation is in place to support practice. Daily visual risk assessments are completed on the areas used by the children and records maintained. In addition, risk assessments are conducted for each outing that the setting takes the children on. There is robust recruitment and vetting procedures in place and each new member of staff and volunteer are subject to an induction process, which also includes familiarisation with the setting's policies and procedures. Overall, the records required for the safe and efficient management of the setting are in place to ensure all children's needs are met. However, written consent has not been obtained from parents for the seeking of emergency medical treatment, which is a legal requirement.

The setting successfully supports the differing needs of children and their families. On entering the setting, everyone is made to feel welcome and practitioners have worked to ensure that the main entrance area is attractive and inviting for all. For example, there are welcome posters in different languages displayed upon entry. Children have access to a wide range of good quality toys and equipment that are fit for purpose, well utilised and which support their development. This ensures that resources and the environment are fully sustainable. Practitioners are fully aware of the children's home backgrounds, additional needs and home languages. This ensures that the children's individual needs are identified and well planned for.

The nursery is effectively led and managed and reflective practice is fully promoted. Self-evaluation continues to evolve and develop in response to the needs of the children and service users. The setting has identified that they want to ensure that every child, regardless of their background is enabled to reach their full potential. Also, they are currently working on their transitional documents which they use to share information with the schools that the children will attend. Parents' views are respected and valued as they take part in the setting's evaluation process as they complete questionnaires. In addition, the setting has addressed the recommendations that were raised at the previous inspection. This has benefitted the children's learning and ensures their safety.

There are good systems in place to promote partnership working with parents and others. There are informative notice boards in place which provide parents with information about the Early Years Foundation Stage, policies and procedures and

details about the practitioners caring for the children. All parents have opportunities to meet with practitioners to discuss their children's achievements and progress. Each child has their own learning journal which clearly shows how children are making progress towards the early learning goals. Parents are unanimous in their positive feedback about the care and education their children receive within the setting. For example, one parent stated 'the nursery is brilliant' and another says 'I couldn't have found a better place to send my child'. Necessary information is shared with other professionals for example, speech and language therapists and occupational therapists. The setting works well with these professionals to ensure that individual educational plans effectively identify how they can meet the individual needs of the child. In addition, parents and carers have access to many of the services available within the centre such as, stay and play sessions or healthy child clinics.

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

Children's progress in relation to their starting points is exceptional. They are provided with an extremely good balance of adult and child led activities which are provided between the indoors and outdoors and cover all aspects of learning. Children work extremely well independently using their own initiative and develop excellent skills in working alongside their peers. For example, three children take great pleasure in sitting together in the garden whilst they have their picnic of fresh fruit and water. They play a full and active role in their learning, show great curiosity and desire to explore and are inquisitive learners. For example, children ask practitioners why the clouds stay up in the sky and they are extremely interested in technology as they continually question the purpose of different buttons and symbols on adults' laptops. In addition, some children passionately talk about their own laptops and internet that they have at home.

Children enthusiastically access the equipment and resources available. For example, children construct and organise the large wooden blocks and planks which then they use to practise their balancing skills. In addition, children's communication skills are extensively supported by practitioners who skilfully pose open-ended questions which extend children's vocabulary and thinking. Children are very confident speakers and engage in conversations with each other and adults. For example, children talk about the purpose of clouds which leads to discussions about rain, trips in aeroplanes and the shapes that can be seen when studying the clouds in the sky. The environment supports children's understanding that print carries meaning as children have access to a suitable selection of books and stories. The setting recognises that this could be further developed to display words in the home languages of the children in attendance.

The children are developing self-confidence and esteem as they make valuable contributions and express their own views and thoughts. For example, children tell practitioners where they are going on their pretend boat and decide that they are off to the seaside. Children have a good understanding of the boundaries and behavioural expectations of the setting and share and take turns well. They are

learning to be respectful of one another and to be aware of each other's feelings. This is due to the sensitive and calm manner in which practitioners approach children's behaviour. Children are provided with a wide range of meaningful resources and visual images that reflect positive images, such as puzzles, books, small world people and dolls. In addition, practitioners respond appropriately to children's questions about differences. These resources and discussions increase the children's awareness of diversity and understanding of others within the wider community.

Children enjoy regular fresh air and exercise. The garden is very well organised which enables children to extend their physical skills. They confidently run around and develop an awareness of the space around them. In addition, they are able to dig using child sized garden tools. The children are learning the importance of their own personal health as discussions take place with the children about the need to keep their heads covered with hats as the sun is very hot and to drink plenty of water so they don't become thirsty. Children are learning the importance of how to keep themselves safe. For example, fire drills are routinely conducted; this ensures that children know what to do in the event of a fire. Discussions also take place with the children about how they can stay safe, such as when using the nursery equipment. The children are well supervised due to the good deployment of the practitioners, who are either seated at activities with children or are close by to offer support when required.

## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
The extent to which children make a positive contribution	2
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