

Furzedown Family Centre

Inspection report for early years provision

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Inspector

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Setting address

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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*.

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Description of the setting

Furzedown Family Centre is located in the grounds of Graveny Upper School. The accommodation has been recently refurbished and consists of two playrooms, small cupboard room for storage, a kitchen, children's toilets, an adult toilet and changing room plus an office and a small unfenced outdoor space. The setting may care for no more than 24 children from 2 years to the end of the early years age group at any one time. It serves 24 children in the morning and 15 children in the afternoon, age ranges from 2 years to 5 years, a few of whom are funded by the local authority. The setting is supported by the Wandsworth Primary Play Association and receives funding from this group. The setting makes provision for children with special educational needs and/or disabilities, and those with English as an additional language. Opening times are from 9:30am to 12 noon and from 12:30 pm to 3:30 pm. The setting employs five staff all have appropriate early years qualifications and extend their qualifications through local authority training programmes. There are strong links with the host school. The setting is registered on the Early Years Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Furzedown Family Centre is a good early years setting. It meets successfully the needs of all children in the Early Years Foundation Stage. It has many outstanding features, including exceptionally supportive parents and carers. Safeguarding is robust regularly reviewed and understood by all adults any concerns are followed up assiduously. The setting's outstanding tracking of learning and development, its conscientious attention to welfare and personal development and its focus on equality meets the needs of all children with rigor and flair. The setting has a good capacity to improve. It has a good track record for addressing previous inspection issues and through its effective self-evaluation knows its strengths and has targeted its weaknesses successfully.

What steps need to be taken to improve provision further?

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

- continue to negotiate with the host school and raise funds to implement the plans to fence and improve the outside area so that children are able to extend their learning and development
- record the verbal procedures for the risk assessment of trips to the park to come in line with the good overall risk assessment documentation for the setting

The effectiveness of leadership and management of the early years provision

Safeguarding children is a priority and children understand how to keep themselves safe. Staff and parents and carers are totally committed to promoting the safety and welfare of all children. All statutory safeguarding requirements are in place. Policies and procedures for safeguarding are succinct and regularly reviewed and carried out thoroughly. The environment is well organized. The setting has compensated for the temporary limitations of the outdoor space by introducing indoor-play equipment that challenges physical development. Wide ranging and rigorous risk assessment strategies ensure all potential risks are covered, including that for visits outside school, for example, to the local park or a nature walk in the host school but these assessments are not always fully recorded in written format to ensure that all staff are aware of any potential issues.

The setting's shared vision is an inspiration to staff, parents and carers, and children. For example, staff are trained successfully to create opportunities to enable children with special educational needs and /or disabilities, or English as an additional language to reach their potential. Parents and carers are true partners in the setting. The involvement of thirty parents and carers in the rota for helping in class or working on the fund-raising committee is invaluable. Staff teamwork is excellent and morale is very high as they feel valued and take an active part in the self-evaluation and set challenging targets for the future. Actions are clear and concise and implemented with precision. There is frustration in the development of the outside area which is held up by funding limitations and the final agreement with the host school. Rigorous monitoring that targets individual need promotes good and, in many cases, outstanding achievement and personal development for the majority of children.

Inclusion and equality of opportunity is central to all planning. Staff observations rapidly identify any additional support individual children may need. Good links, with outside agencies, such as the local authority adviser ensure that children's needs are met successfully. Harmony in friendships between different cultures through play and socialising challenges any discrimination and helps the children to learn to value and understand difference. Strong links with Wandsworth Primary Play Association gives opportunities to share good practice. The setting's inside environment is like an 'Aladdin's Cave'. Resources are diverse, stimulating and meet the need of all age groups. New resources have addressed a previous issue to provide more advanced toys to challenge more able children and the current good range are maintained well. Playroom layout encourages children to develop imaginative play and gives them the opportunity to develop independence, self confidence and an awareness of safe play. Highly effective staff deployment supported by the parent and carer rota impacts on children's learning development, for example, by giving greater opportunity for one-to-one work as seen on the mini laptops where children test themselves on matching letters and shapes. The highly positive relationship with parent and carers has a significant impact on learning and development. Parents and carers, and children contribute to decision making and the daily operation of the setting. The parents' and carers'

room is part of the working together and enables family friendship groups to flourish.

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

Furzedown Family Centre is like home from home for the children. Children, parents and carers love coming to the setting. Children achieve well and some achieve exceptionally well because they have confidence and a feeling of self worth engendered by the high calibre provision. Children settle quickly to the routines and enjoy imaginative play with their new friends. All children feel safe in the setting. They have a good understanding of what constitutes a safe or unsafe situation in their play. They know about the people in the community with special roles that help them, such as policemen. They feel valued as individuals because they are encouraged to share their views and ideas at register, 'Circle Time' and story time. Children love story time in the quiet room just before snack time. Play leaders choose the story, but children also like to select their own story, 'Elephant Elements' being a particular favourite that brings howls of laughter as children appreciate the cartoon images of comparisons, such as large and small.

Children explore healthy eating at snack time. They know what foods are healthy and make positive choices. They understand that exercise keeps them fit. Children contribute well to their community by taking responsibility, for example, by tidying up to the 'tidy up song' and counting the number of children present. They are very supportive of one another, are confident in speaking to adults and students and have taken an active part in developing and monitoring the setting rules. In the home corner and during imaginative play, children explore working together, sharing, and developing highly effective skills for life.

Many planned opportunities for discussion and prompts from play leaders have an excellent impact on all children's language development, in particular for children who speak languages other than English. Children develop a wide range of communication skills including sign language (Makaton) Children relate well to their key workers. Individual academic progress and personal development are tracked by meticulous observations that judge progress and set next steps of development. Play leaders use quality observations, including dated and annotated photographs to evidence their judgements. This information is reported to parents and carers formally three times per year as well as the regular informal sharing of information. Evidence shows that children make good and some exceptional progress from their starting points. Record keeping is accurate and the system is sustainable.

Many displays in the setting illustrate the wealth of activities included in the staff planning and the visual timetable. Children work well to routines and in a variety of situations. The setting has recently been refurbished. It is hygienic and well-organised which helps children to develop good habits and understand the importance of hygiene, such as hand washing before eating. Good role modelling by the staff and clear expectations ensure areas, such as behaviour and caring for each other are part of everyday activities.

Children rapidly develop independence in making choices and selecting materials, toys and books. However, a few boxes of materials lack clear labels to encourage good reading and writing and independent access. Children have confidence and high self esteem through the daily experiences of working together. Their work is often displayed and clearly dated and named so that it can eventually be made part of their personal file. Children are confident in speaking to visitors. They experiment and investigate new materials, including the computer. Child-initiated play is a strong feature of learning and staff are very skilful at intervening when a child is struggling without taking over. Adults in the setting have a range of varied skills that are used effectively to give specialist input, such as art skills and story telling.

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	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
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

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	1
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

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