

# John Smith Childrens Centre

Inspection report for early years provision

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<b>Unique reference number</b>	119578
<b>Inspection date</b>	16/05/2011
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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**

John Smith Children's Centre has been registered since 1994 and provides daycare and creche facilities that are directly managed by the Local Authority. It operates from a purpose built premises in the Stepney area of the London Borough of Tower Hamlets, close to Whitechapel underground station and main bus routes. The centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register to care for a maximum of 33 children at any one time; of these no more than 33 may be in the early years age range. They currently offer care for a maximum of 22 children at any one time in the day care section and 11 children at any one time in the creche. There are currently 27 children on roll in the early years age range in the day care section and the number of children attending the creche is variable depending on the service needs. The day care section currently supports five children who have identified special educational needs and/or disabilities and 19 children who use English as an additional language. The children's centre is open from 8.00am to 6.00pm for 50 weeks of the year. Children attend for a variety of sessions including full and part time places in the day care section. The operational hours of the creche relate to the times that courses and activities are offered within the children's centre. The day care section and creche are both located within the children's centre, in self contained units with direct access to enclosed outside play areas. The children's centre also provides a variety of activities and services for children and families that are located in other areas of the premises. There is currently a team of ten staff who work in the day care section including the manager and the family support team and manager run the creche facility; all staff hold recognised childcare qualifications. All staff work closely with other professionals within the centre, including staff from health, social care and education services that support children and families from the local community.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Overall, the capacity to maintain continuous improvement is strong as staff use a broad range of methods to evaluate the quality of the service and take positive steps to promote improvement. Methods of evaluation that relate to the day care provision are in their infancy and the use of some documentation is less well organised. The staff team work closely together and with a variety of professionals within the children's centre to ensure the individual needs of all children in the Early Years Foundation Stage are met effectively. Staff show high levels of interaction with children and offer a well planned and balanced curriculum that supports all areas of children's learning and development; as a result, children are happy, settled and purposely engaged in play.

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

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

- extend methods to ensure all staff have a clear understanding of their roles and responsibilities; in this case, monitor the use and organisation of documentation, especially to provide clarity regarding the documents used to record children's attendance.
- develop the use of self evaluation to ensure all aspects of the provision are evaluated effectively.

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

Good systems are in place to help safeguard children and promote their welfare as staff have attended relevant training and implement appropriate safeguarding procedures. They work closely with other childcare professionals to promote safeguarding and all staff who work within the centre have completed appropriate vetting checks regarding their suitability to work with children. In addition, well established systems of induction and appraisal monitor the ongoing suitability of staff and identify any training needs; as a result staff have good opportunities to extend their knowledge and understanding of childcare and education. A broad range of policies and procedures are in place to support the management of the service, along with required documentation, including risk assessments and records of children's attendance and any accidents or medication administered. Overall, these documents are used appropriately, although some are less well organised or easily accessible.

Deployment of resources is effective as staff maintain high levels of support and follow children's interest during play. They make good use of the time that children attend, enabling them to engage in a broad range of exciting activities that motivate and extend their learning and development. Excellent systems are in place to support children who have special educational needs and/or disabilities as they are supported well by staff who have been specially trained to cater for their individual needs. They show a clear awareness of children's routines and the use of any specialist equipment; as a result inclusion is promoted effectively as children are able to fully access the activities during both indoor and outside play. Children are able to learn about cultures and beliefs through planned activities and outings that relate to a variety of festivals and events. They use a broad range of books and resources that show positive images of all people in the community. Children's positive self esteem is enhanced through use of photos of them participating in activities which are displayed throughout the setting. Staff ensure that any children and parents who are learning English as an additional language are supported effectively, for example, they include pictorial symbols on children's daily record sheets to aid communication regarding the events that children have participated in each day. In addition, staff actively use the 'every child's a talker' (ECAT) education programme to support children's language skills.

The centre has made a good start in evaluating the quality of it's service and shows a strong commitment to driving improvement. All staff are involved in

various methods of evaluation, including regular evaluations of the educational programmes, their personal development and the annual development plans for the children's centre. They have also met all recommendations raised at the last inspection. However, systems to evaluate all aspects of the service are in their infancy relating to the day care provision and methods to secure consistency by rigorously checking how well plans and policies are implemented by staff are less well established; as a result, the use of some documentation is less well organised, including a variety of methods used to record children's attendance.

Engagement with parents is strong as staff ensure that they have good opportunities to be involved in the life of the setting. For example, parents are able to stay in the day care section every day for key time to settle their children and enjoy a relaxed time with the children and staff; this enables parents to discuss their children's progress with their child's key person and learn about the activities that their children enjoy in an informal way. Parents are kept well informed about their children's progress through regular meetings with staff and all documentation is shared appropriately. Parents spoken to at the inspection report that they and their children are welcomed and feel safe. That they are kept informed about their children's progress through meetings and written reports. They also stated that they enjoy attending the parent's afternoon events and key times. Parents who use the creche on a regular basis settle their children before each training session and benefit from being accommodated in a training room close to the creche so that they are free to spend time with their children as needed. Effective methods of working with multi-agency professionals have been established; this includes staff who work within the children's centre and with local schools. These secure partnerships ensure information is shared effectively which reduces repetition and presents a coordinated approach to ensuring children's individual needs are catered for appropriately.

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

Children benefit from a stimulating learning environment that is well organised to meet the age and abilities of the children attending. Both the creche and day care section are accommodated in self contained units giving children access to play rooms, toilet facilities and direct access to outside play areas. A broad range of displays of children's creative art work, educational posters and information for parents and staff are displayed throughout the premises, creating a welcoming environment. Children are provided with a good balance of learning opportunities. For example, free-flow play is well established in the day care section, enabling children to settle in their base room with their key person and then use all three rooms and the outside play area; this enables children to follow their own learning interests throughout the day. In addition, the library, quiet room and sensory room are available for group activities and sleep times. All children have good opportunities to develop their independence as they select resources and work independently. Their physical care needs are catered for effectively as they have access to a good range of child sized furniture and equipment. Resources are of good quality, reflect all areas of learning and are appropriate for the age and

abilities of the children attending.

Staff show high regard to maintaining good standards of hygiene practice during meal times and nappy changing routines, helping to stop the spread of infection. Children are appropriately supported in the event of an accident, illness or if any medication is administered as staff hold current first aid qualifications and follow appropriate procedures that promote children's wellbeing. Children are able to adopt healthy lifestyles as they gain regular exercise and fresh air during outside play and benefit from a nutritious diet of freshly prepared meals and snacks that promote healthy eating habits. Children's individual dietary needs are known and their independence is fostered well at mealtimes as they make choices of food they would like to eat. In addition, the setting has recently been awarded a 'healthy early years status award' regarding their promotion of healthy lifestyles.

Overall, staff have developed secure methods of making assessments of children's progress which they then use aid future planning. They make observations of children during activities which are then linked to the expectations of the early learning goals. They use photos and samples of children's work to support their observations and make regular evaluations that are consolidated into written progress reports. Good systems are in place to ensure any additional learning needs are identified as staff work closely with parents and a range of professionals enabling appropriate assessment procedures to be completed.

Staff show high regard to promoting children's safety at all times. The high staff ratio promotes good levels of supervision and children participate in well established routines that help them to feel safe and become familiar with safety procedures. For example, they participate in regular emergency evacuation drills and staff sing songs to indicate the time to tidy up and go inside. This also enables children to develop their sense of responsibility. Children show good relationships with staff and each other. For example, children approach staff when they are upset or have any concerns and show consideration for others during play. This enables them to develop a positive contribution to their learning environment. In addition, children enjoy lots of cuddles from staff which helps them to feel safe and secure. Children are interested to learn and move freely following their own interests during play. They play cooperatively and are supported well in learning to share and take turns. They use language well to express real and imagined experiences and freely engage in conversations with each other and staff, for example during the relaxed and sociable meal times. Children use books purposefully and enjoy stories read by staff; they are able to gain an awareness of the story line and extend their vocabulary as they actively join in the book of the week during the group story time. Children are developing good pre-writing skills as they make purposeful marks, draw representation pictures and show emergent writing as they add some of the letters of their name. They sing familiar songs from memory with great enthusiasm during group times.

Children have good opportunities to be creative as they use a variety of paint, collage and drawing materials. They have good opportunities to explore a variety of media, for example, they enjoy manipulating the mashed potato. Children enjoy being imaginative as they play in the home corner and use dolls and buggies in the outside play area; this enables them to re-enact real life experiences and imitate

adults. They also play imaginatively and develop their knowledge and understanding of the world as they use planes and rockets and talk about them taking off and flying. They develop their awareness of technology as they use the computer independently and follow the computer programme. They develop their awareness of nature and living things as they water the plants in the sensory garden. They develop their problem solving skills as they complete a variety of puzzles and construction sets. Children show skilful use of hand held tools, such as sand and water accessories and scissors. They show good coordination as they use a variety of wheeled toys appropriately and walk along the balance beams. Children make good connections as they find the bats and then ask staff for the balls. They use these enthusiastically, making good attempts at hitting the balls and laughing as the balls roll down the hill. Overall, children have good opportunities to develop their skills for the future as they fully engage in activities that reflect all areas of learning while being supported well by staff who track their individual progress effectively.



## 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

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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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