

Overland Childrens Centre

Inspection report for early years provision

Unique reference number	119601
Inspection date	13/06/2011
Inspector	Lynn Palumbo
Setting address	60 Parnell Road, Bow, London, E3 2RU
Telephone number	0207 364 0538
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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

Overland Children's Centre was first registered for day care in 1975 and evolved into a Sure Start Children's centre in February 2007. The daycare provision operates from a purpose built building which offers extended services in the London borough of Tower Hamlets. All children share access to playrooms and secure enclosed outdoor play areas. The provision is open each weekday from 8am to 5.30pm for the whole year except bank holiday and Inset days. A maximum of 40 children aged under eight years may attend the setting at any one time. There are currently 44 children on roll within the early years age range. The centre currently supports children with special educational needs and/or disabilities and those for whom English is an additional language. Since October 2003, the centre has incorporated the borough's special unit for hearing-impaired children. The centre is in receipt of funding for free early education for children aged two, three and four years. There are 17 members of staff, all of whom hold appropriate early years qualifications relevant to their roles. The provision is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The management and staff team promote some aspects of the Early Years Foundation Stage framework requirements within an inclusive environment. Overall, children make good progress in their learning and development. Systems to monitor some safeguarding routines are not fully effective. The management and staff team have the capacity to self-evaluate their practice with children and strive towards improvement for their benefit.

What steps need to be taken to improve provision further?

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

- ensure the record of the children's hours of attendance is maintained at all times for all children looked after on the premises (Documentation)(also applies to the Childcare Register) 28/06/2011
- ensure there is written permission from parents for seeking emergency medical advice or treatment (Safeguarding and promoting children's welfare) 29/06/2011
- ensure an effective written procedure for dealing with concerns and complaints from parents is in place (Safeguarding and welfare) 29/06/2011

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

- continue to develop daily procedures to promote children's independence to ensure they take part in the preparation of meals and serve themselves.

The effectiveness of leadership and management of the early years provision

The management team has recently been revised and an acting manager is in place. The acting manager has established sufficient records, policies and procedures to support the sound management of the Early Years Foundation Stage. There are some clear and up-to-date procedures in place to support the safeguarding of children. The acting manager ensures that competent recruitment and vetting procedures are followed so that all staff working within the provision has completed necessary suitability checks. However, although an attendance record is in place for all children, the hours of children's attendance are not kept up-to-date and parental consent for children to receive emergency medical treatment and advice is not in place for all children. This impacts on children safety and are breaches of requirement of the Early Years Foundation Stage. In addition, the written complaints procedure is not in line with the requirements of the early Years Foundation Stage.

The acting manager has established an enthusiastic and motivated staff team. They are well-deployed throughout the provision and clearly enjoy their work which is evidenced within their positive interactions with children. The environment is effectively organised to promote an accessible and stimulating range of experiences for children. They have opportunities to make choices about their play as they access good quality resources. Overall, children are effectively supported to be included within all aspects of the provision.

Equality and diversity is promoted well within the provision. Children's individual home backgrounds, languages and cultures are valued within the provision as resources and activities help to promote a positive approach towards diversity and inclusion. Children with hearing impairments are highly supported by the Special Education Needs Co-ordinator (SENCO), teacher of the deaf and qualified staff. The SENCO effectively liaises with other partnerships to ensure parents are fully informed of their children's welfare and learning and development.

The acting manager is developing systems to self-evaluate and staff's and parents' views are considered. The acting manager reports that she would like to secure overall improvement, and fully address the recommendation partially not met since the previous inspection. In addition, plans are in place to work with the early years development advisor and children's centre teacher to ensure next steps consistently inform future assessment records.

The level of engagement with parents and carers is good. Parents receive information about the provision through daily discussions, and they receive samples of their children's work. A wide range of information about the provision is

available to parents, such as, brochures, policies and keyworkers details; this helps to ensure parents are aware of the provision's professional responsibility. Regular consultations are arranged so that parents and staff can share the observations of the children and become aware of their developments. It is evident through discussions with parents they overall they are pleased with the service provided.

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

Children are happy and content within this provision. The staff team plan a wide range of experiences for all children both inside and out within the garden. Children confidently access their environment where it is evident that they are supported to become independent and active learners. Staff enthusiastically engage within children's play and follow their interests. For example, younger children are excited to arrange soft play equipment into a car with a member of staff in the well-equipped soft play area. Their play is supported through positive interaction as the staff member fully supports their imaginative role-play scenarios. Children have many experiences to be creative as art and craft materials are always available. They are exposed to a range of books to further support not only their communication, language and literacy skills but to enhance their imaginations and encourage them to be creative. For example, children learn to mix colours and textures when painting pictures of ladybirds retelling the storyline. Staff are making progress, developing competent written assessment systems which support them in planning activities and experiences that focus on children's individual interests. The acting manager with the support from the early years advisor are committed to ensure all staff consistently include next steps. Consequently, it is evident during the inspection that children are busy and engaged as they concentrate at times for extended periods within their play.

Children are developing a broad knowledge and understanding of the world around them as they are involved in a variety of practical experiences. For example, children locate insect, learning about their habitats. In addition, the activities chosen to celebrate children's diverse cultural backgrounds are successful. Children have celebrated cultural festivals through art, music and dance. Children have good resources to support them to develop problem solving skills. They can observe numbers in their environment and develop concepts of numbers when they explore counting in their play. Children enjoy the challenges of problem solving resources. Children's well-being is reflected by staff as they have sufficient procedures in place to keep them safe. Younger children are learning how to access their environment safely as they walk sensibly around the provision. In addition, all children practise fire evacuations. Children's good health is promoted through daily opportunities for them to enjoy physical play and fresh air outside. They can climb, balance, run and jump in the garden where a broad range of resources are available to develop their physical skills. Children are able to rest and relax throughout the day. They have a healthy diet which includes fish; they clearly enjoy their food as they eat well. Staff do not consistently promote children's independence skills, although they encourage them to feed themselves, there is less emphasis to encourage children to help get their environment ready for lunch

time and serve their own foods. Children display polite and cooperative behaviour, they are able to share and take turns with their favourite resources. Positive staff role models have a successful impact on children's behaviour as they display polite and respectful manners. Overall, children are developing many valuable learning and development skills which help to set secure foundations for their future learning.

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?	3
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	3
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	3
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:

Not Met (with actions)

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

Not Met (with actions)

The registered provider does not meet the requirements of the compulsory and or voluntary part/s of the Childcare Register.

To comply with the requirements of the compulsory part of the Childcare Register, the registered person must take the following action/s by the specified date:

- put in place a written statement of procedures to be followed in relation to complaints (also applies to the voluntary part of the childcare register) 29/06/2011
- take action as specified in the early years section of the report (documentation) 29/06/2011

To comply with the requirements of the voluntary part of the Childcare Register, the registered person must take the following action/s by the specified date:

- take action as specified in the compulsory part of the Childcare Register section of the report (procedures for dealing with complaints) 29/06/2011