

Ilse Amlot Centre for Women and Children

Inspection report for early years provision

Unique reference number	140440
Inspection date	10/06/2011
Inspector	Samantha Smith
Setting address	Somerford Grove, TOTTENHAM, LONDON, N17 0PG
Telephone number	(0208) 808-9117
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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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

Description of the setting

Info about setting

Ilse Amlot Centre for Women and Children is run by a registered charity. The setting opened in 1987. It operates from purpose-built premises situated off Park Lane in the Northumberland Park area of the London Borough of Haringey. Children use three rooms and have access to two outside play areas. In addition to a pre-school, the centre also provides out-of school provision and a crèche. The setting is registered on the Early Year Register and the compulsory and voluntary parts of the Childcare Register to care for 30 children at any one time. There are currently 30 children on roll for sessional care. The centre is in receipt of funding for free education session for three-and four-year olds. The setting supports a number of children who are learning English as an additional language and with special educational needs and/or disabilities. The sessional group operates from 9am to 12 noon each day during term-time. The after-school club operates from 3pm to 6pm during term time. The crèche operates regularly to support local parents on short term courses, at different times between 9am and 8:30pm and on various weekdays. There are four staff members working directly with the children and bank staff are available to do crèche work. All staff hold early years qualifications. The setting receives support from the local authority.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

The pre-school provides a warm, comfortable and interesting environment where children have good opportunities to enjoy a range of new experiences. Staff demonstrate a sound awareness of the Early Years Foundation Stage and most requirements are being met. Most necessary records and procedures are in place although they are not always sufficiently detailed or regularly reviewed. Partnerships with parents are strong and this contributes towards positive outcomes for children. Effective partnerships have been established with other agencies involved with children and the capacity to maintain continuous improvement is sound.

What steps need to be taken to improve provision further?

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

- provide the following information for parents: up-to-date details for contacting Ofsted and an explanation that parents can make a complaint to Ofsted should they wish (Safeguarding and welfare)

04/07/2011

- keep a daily record of the full names of the children looked after on the premises, to include their hours of attendance (Documentation) (also applies to the compulsory and voluntary parts of the Childcare register)

04/07/2011

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

- develop further the systems used to verify the identity of any visitors, recording their names, the purpose of visit and details of arrival and departure times .

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding are generally robust and ensure that children are appropriately protected. Clear recruitment procedures are in place, which ensures all adults working with the children are suitable to do so. Staff have a good understanding of the safeguarding policy, know what action to take if they were concerned about a child and documentation is in place as required. However, the provider failed to notify Ofsted of an allegation of serious harm or abuse by a member of staff which was later withdrawn. It is a legal requirement to do so. On this occasion Ofsted does not intend to take further action. Basic risk assessments are in place and completed at appropriate times throughout the year and records of attendance are maintained. However, the setting relies on parents to sign their children's arrival and departure times and there are no systems in place to monitor this. As a result there are some occasions where children's attendance is not recorded. This is a breach of requirement. In addition, the attendance and accident records lack sufficient detail and details of visitors are not consistently recorded. Parents are not given up-to-date information about how to contact Ofsted if they wish to make a complaint. This is a breach of requirement.

The pre-school is generally well-led and managed. Staff practice is effective. The manager and staff team have been working at the setting for a long period of time and they demonstrate a commitment to promoting positive outcomes for children. They work well as a team and have clearly defined roles and responsibilities within the setting which enables them to keep children safe and secure in a relaxed and comfortable atmosphere.

Continuous development is promoted appropriately. Staff hold relevant qualifications and attend a range of training courses to develop and extend their own professional learning which supports the effectiveness of the setting. Children benefit from the good rapport and positive relationships that they share with staff who demonstrate a genuine interest in each and every child. The room is spacious, well ventilated and effectively organised, with areas of learning clearly identified and conducive to each child's needs. Attractive displays of children's work contribute to creating a welcoming and inclusive environment. Children have good opportunities to enjoy a range of new experiences using a wide range of

resources.

Equality and diversity is sufficiently promoted and there are effective arrangements in place to identify and support children's specific needs. For example, staff consistently implement effective strategies for managing children's behaviour. They have a good knowledge of each child's background and individual needs and each child is treated with respect and recognised as an individual. Children take part in celebrating and acknowledging different festivals or events throughout the year and this helps them develop their understanding of the wider world. However, the provision of resources that reflect cultural diversity is limited.

Effective partnerships with parents and other agencies have been established, which has a positive effect on the continuity of care that children receive. Parents speak highly of the pre-school and describe it as a 'home away from home' and as 'a valuable part of the community'.

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

Children are happy and well-settled at the pre-school. On arrival they quickly settle into activities and eagerly join in with their peers. They have developed close bonds with staff and show that they feel safe and secure through the positive interactions that they share with them. Staff have good knowledge of child development and provide a range of opportunities and experiences to support children's learning and acquiring new skills. Observation and assessment is used to highlight children's achievements and show the progress that they are making, although the next steps are not consistently identified. However, this has already been identified by the manager and currently new systems are being implemented to address this.

Communication, language and literacy are actively fostered; children have good opportunities to listen to stories and the book area provides a comfortable space for children to relax and develop an appreciation of books. There are many opportunities for children to use writing for different purposes as they enjoy free access to a selection of writing materials available. They are supported in developing problem solving, reasoning and numeracy skills through everyday routines and activities, as they set the table for snacks.

They have good opportunities to learn about their local community and familiar people through visits from various people in the community, including the local police and animal rescue team. The flourishing vegetable garden supports their understanding of nature and their natural environment as they learn to grow and nurture various different fruits and vegetables, including strawberries, peas and pumpkins, which they use for snacks and in cooking activities.

Children are encouraged to develop an understanding of good hygiene practices. They know to wash their hands at appropriate times throughout the day and can be heard reminding each other as they prepare to take part in cooking activities.

Behaviour is good and children respond well to the staff who provide them with clear and appropriate explanations. Good use of visual displays reminds children of the 'Golden Rules' with regards to acceptable behaviour. Children are encouraged to make a positive contribution towards the setting as they take responsibility for their environment as they help set up and tidy after snack and some activities. Children are beginning to develop an understanding of safety through the gentle reminders they receive from staff whilst engaged in their play.

Children are very active throughout the day. They enjoy free access to the garden, where they can engage in various activities and use a range of resources that support their physical development and the garden space is well organised to support this. For example, children have space to ride bikes and join in ball games without disturbing those that choose to participate in less active outdoor activities, such as sand and water play, construction and small world play.

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	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

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

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:

- take action as specified in the early years section of the report (Documentation) 04/07/2011

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 early years section of the report (Documentation). 04/07/2011