

# Park Lane Children's Centre

Inspection report for early years provision

---

<b>Unique reference number</b>	EY249127
<b>Inspection date</b>	04/07/2011
<b>Inspector</b>	Jennifer Liverpool
<b>Setting address</b>	139 Park Lane, London, N17 0HN
<b>Telephone number</b>	02084894945
<b>Email</b>	
<b>Type of setting</b>	Childcare on non-domestic premises

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2011

## 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**

Park Lane Children Centre opened in 2000 as a family learning centre and has been operating as a children centre since 2005. The centre is run by centre leader and managed by the local authority. It is located in the Tottenham area within the London Borough of Haringey operates from three rooms and a library on the ground floor of a purpose built three story building. There are two enclosed outdoor areas used for outdoor play. The centre opens each week day from 8.00am to 6.00pm for 48 weeks of the year. There is also a holiday play scheme for four weeks during the school summer holidays.

The centre is registered to care for a maximum of 60 under eight years at any one time. There are currently 47 children on roll, all of whom are in the early years age group. There are no children in the later years age group attending at the time of the inspection. The centre receives nursery education funding, including those on the two-year-olds pilot project. The centre supports a number of children with learning difficulties and children learning English as an additional language.

The centre employs 15 staff, which include an acting centre leader. Of these, 12 staff hold appropriate early years qualifications to NVQ level 3 and the acting centre leader is qualified to degree level. There is a teacher on site. The centre is working towards a quality assurance award.

The centre also offers a variety of services to children and their families. These include a play group; play and stay sessions; child and family health services and outreach and home visiting schemes.

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

Overall the quality of the provision is good.

Overall there are good systems in place to promote and safeguard children's welfare in the setting. Effective inclusive practice provides very good support when working with children of various abilities. All children are making good progress in their learning and development as staff are knowledgeable about individual children through comprehensive assessment and planning systems to enable children to achieve. Partnership with parents is exceptional, which contributes to continuity of care and successfully links the children's learning that happens at home to nursery. Efficient monitoring and evaluation systems enable the management and staff to consistently review and develop practice to ensure continuous improvements in the outcomes for children.

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

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

- maintain the daily record of children's hours of attendance (Documentation) (also relates to the compulsory and voluntary parts of the Childcare Register).

05/07/2011

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

- further support the development of children's independence skills at meal times.

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

Staff have a good understanding of child protection issues and the signs and symptoms of abuse. They receive clear information regarding the procedures to follow if they have any concerns about a child in their care. This supports children's welfare. Access to the centre is controlled efficiently, including close circuit television and key padlocks on doors. Also all visitors are identified and monitored to ensure children's safety. In response to a recommendation raised at the last inspection, all areas of the centre, both indoors and outside are risk assessed, which mean that potential hazards are quickly identified and minimised. Furthermore, clear outing procedures and risk assessments promote children's safety on trips to places of interests. The recruitment processes are robust, which means that suitable staff are employed to work with the children. Some staff hold current paediatric first aid certificate and are able to give appropriate care if there is an accident. All mandatory records are in place, confidential and most are well maintained. However, the record of attendance does not always reflect children's departure times and therefore is not fully meeting the requirements.

The deployment of resources is good. The new acting centre leader; nursery manager and the teacher work well together and their clear communication fully support staff and promote good team work. There are regular appraisals that identify training needs and staff are encouraged to enrol on relevant training courses and sometimes cascade these. This helps to support staff in their role. The premises layout is well organised, allowing for children to move around safely, freely and independently. All children have safe and easy access to a wide range of developmentally age appropriate toys and resources. Babies and young children have direct access to an outdoor play area that is purposely set up for their stage of development. Good use is made of the outdoor area to support children's learning and a partly covered outdoor space enable children to access the outdoor play area all year round. The management and staff evaluate practice constantly through self-assessment and quality assurance schemes to ensure continual improvements. All recommendations raised at the last inspection has been successfully addressed and consequently the centre provides good standards of care and learning opportunities for children.

Partnerships with parents are very effective. Staff highly value parents as partners

and consequently the process for involving parents in their children's care, learning and development is given top priority. Parents played an important role in the development of an evidence based portfolio, which consists of parents photographic and written observations of their children's achievements from home. The assessments from home positively contributes and enhance children's learning as staff purposely use the information to build on what children already know. Excellent quality notices; newsletters and brochures ensure parents are extensively informed. Significantly, some of the parents have a specific role in the language group within the centre that includes working alongside speech therapists to support their child. Also, the parents proactively help to translate materials and carry out interpretation for other parents with English as an additional language. Parents are very keen to express their satisfaction about the care and education their child receives. Good links have been developed with local schools and other agencies to promote effective continuity of care for children and a smooth transition to schools.

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

Children settle very well because key persons and parents work closely together to arrange settling-in procedures that are tailored to meet their individual needs. Children are happy, confident and secure in the setting because they receive a lot of encouragement and praise from staff. Young children in particular, receive lots of warmth and affection that promotes their emotional well-being and gives them the confidence to explore their surroundings and new experiences. Children feel a strong sense of belonging because the staff values their contribution. For example, children's views are incorporated into the planning and with their parents support they make comments about what they like about the setting. Older children show considerable care and concern for their peers. They help the younger children to log onto the computer and to use the mouse control. Children demonstrate a good understanding of responsible behaviour, such as, taking turns in activities and games and helping to tidy up. Younger children are learning to share and co-operate with others. Children are independent and see to their personal needs, such as, deciding when to drink and have snacks. However, staff do not always encourage their independence at meal times and at times help to serve food and pour drinks for older children.

Equality and diversity is encouraging as staff treat children with respect; acknowledge their differences and ensure all children participate in activities. Makaton signing and picture exchange communication visuals displays is embedded within the setting's practices supports children with speech and language difficulties and also children learning to speak English as an additional language. Consequently all children benefit immensely from the different forms of communications and even the younger children are confident in making their needs known. A good range of resources; activities and poster displays provide children with a positive outlook of the wider world. Staff make regular observations, record children's achievements and identify the next steps for each child to ensure that appropriate activities is included in planning the activities for

the following week. This ensures that effective learning takes place. Activity plans consistently covers all areas of learning and the focused activity captures children's interests and maintain their attention therefore extending their play and learning.

Children are confident speakers. They talk in small groups and contribute at circle time. Children have many opportunities to practice writing and making marks in planned activities and during spontaneous play. The older and more able children are beginning to write their names. Younger children enjoy using their fingers to make marks in sand play and paint. Problem solving, reasoning and numeracy is consistently promoted with all children visual displays; stories, games in practical routines, such as, counting the cups and working out how many are needed for the children seated at the table. Children show good interests in shapes and are developing an awareness of mathematical patterns when making chains out of dried pasta. Children have access to an extensive range of books in the library room. They spend time reading and sharing books with their peers. Children regularly select books to take home to look at and read with their parents. Children learn about living things through observing and helping to feed the terrapin in the tank and look closely at bugs that they collect from outdoors. Children's health is well promoted as they are offered good quality nutritious and balance meals and snacks. Also, efficient systems are in place to support children with specific dietary needs and ensure that all staff are fully informed. There are effective procedures in place to prevent the spread of germs or cross infection and children learn the importance of good personal hygiene through implemented routines. Children learn the importance of emergency evacuation through regular fire drill practises and through discussions.

## 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	1

### The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	2
--	---

### 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	1
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](http://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 (Records to be kept). 05/07/2011

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 (Records to be kept). 05/07/2011