

Centro Infantil Menchu

Inspection report for early years provision

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Inspector Caren Carpenter

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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

The Centro Infantil Menchu is a bilingual nursery and was registered in May 1993 and re-registered in July 2009. It is run by the Latin-American house and operates from their building in Kilburn within the London borough of Camden. There is no direct access to an outdoor play area but the nursery has regular outings and trips to local parks. Children have access to the soft play room for vigorous exercise. The nursery is on the first floor and access is by stairs.

The nursery operates each week day from 8.00am to 6.00pm, for 50 weeks of the year. They are registered to care for a maximum of 17 children in the early years age group at any one time. There are currently 14 children in the early years group on role. The nursery is registered on the Early Years Register.

The nursery offers a service to the Latin-American and the local community. The nursery supports children with learning disabilities and children with English as an additional language. The nursery employs four staff. Three staff hold early years qualifications.

They receive support from Sure Start and Camden's Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are happy and settled in this child-centred environment where they feel safe and supported by the staff. Each child is valued, their interests and enthusiasm is sought out and nurtured. High regard is given to the partnerships with parents who are fully involved in their children's learning. Well written policies and procedures securely underpin the groups practice and all are available for parents. However, some lacks the necessary details. The acting manager has a clear vision for the continuous development of the nursery and is working effectively with staff to improve standards for children and parents.

What steps need to be taken to improve provision further?

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

- ensure that the child protection procedure contains Ofsted's contact details
- ensure that the risk assessment include the steps taken to minimise potential hazards

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are very effective. All staff are thoroughly vetted and there are rigorous systems in place to supervise visiting students and volunteers. All staff hold appropriate qualifications and are effectively deployed within the nursery to ensure children are well cared for. Safeguarding procedures are in place and are in line with the Local Safeguarding Children Board. However, the safeguarding procedure lacks the necessary details to further support children's well-being. Children's safety and security are paramount. Staff are vigilant in carrying out regular risk assessments and daily safety checks to ensure that children are safe in all areas of the setting. However, the risk assessment lacks relevant details to fully promote children's safety.

All staff contribute to an ongoing evaluation of the effectiveness of the nursery and this is further aided with the valued suggestions and support from parents and outside agencies, identifying areas for improvements and implementing the necessary changes. This open self-reflecting approach ensures children are happy and flourish in a stimulating well planned environment.

Children receive individual care and attention because the nursery operates an effective key person system and develop very close relationships with children's parents and carers. The acting manager is well supported by the staff who works extremely well as a team. There is active involvement of all the staff team in their staff meetings to discuss and contribute their ideas. Successful planning ensures that staff are suitably deployed and good quality resources are freely accessible helping children to make independent choices. Well written policies and procedures securely underpin the groups practice and all are available for parents.

Inclusive practice is a well promoted within the nursery. The nursery works successfully in partnership with parents and others and is very proactive in identifying any additional help required for the children. Staff seek appropriate support from a wide range of professional agencies, such as Speech and Language therapist and the Area Special Educational Needs team develop and monitor individual educational plans to ensure that children with learning difficulties and or disabilities benefit from a very positive and rewarding experience. The nursery provides good support for children with English as an additional language. For example, staff communicate effectively with the children in English and Spanish. In addition, staff ensure that prints in both English and Spanish are clearly displayed further encouraging and supporting children's communication skills. This helps the children to feel well settled and included.

Children's understanding of diversity and difference is enhanced as they celebrate festivals and special events from around the world. They access excellent resources that reflect positive images of people from different cultures. This ensures that children learn to value aspects of their lives and the diverse society in which they live.

The nursery works successfully with parents and carers. The key person is

effective in keeping parents well informed of their children's progress and the informal friendly approach enables parents to verbally share their knowledge of their children with the staff. Parents are closely consulted on their children's development and are invited to regular evening meetings to meet with staff to discuss their children's achievements. Parents are committed to extending their children's learning and development at home. They are actively encouraged to become involved in their children's learning. For example, they are provided with good opportunities to take home various resources to use with their children to help develop their communication and language skills at home. Parents provide written details of the benefit to their children's learning which they share with the key person. In addition they are encouraged to spend time within the nursery to participate in a variety of activities. For example, they take turns to be mystery guests reading stories to the children. Written questionnaires are used effectively to identify parents views and staff act upon the feedback received to further improve the service for children and parents.

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

Children make good progress towards the early learning goals and enjoy their time in the setting. The growing understanding of the Early Years Foundation Stage and the early learning goals enables staff to help children make this good progress. Children thoroughly enjoy their time at the nursery because staff ensure that they are fully included in a wide range of well planned activities. The learning environment is arranged to promote children's choices and decisions about their play and to enable them to adapt activities to enhance their own learning.

Children thrive because they receive individual care from a qualified team of staff who bring high level of knowledge and experience to their work. The planning of the learning environment is linked to the six areas of learning and enables children to play freely and spontaneously. Staff plan and provide a very interesting range of activities that captures children's interest well. Children's development is well supported through ongoing observations, which lead to planning around their interest, at times focused through adult input to specific areas of learning. Each child has a record of achievement folder that is always accessible to their parents, which is sensitively written in a way which gives complete ownerships to the child. This includes photographic evidence of their work and clearly shows their progression during their time at the nursery.

Children are provided with very good opportunities to develop their communication and language skills because the group is involved in the 'Every child a talker' project which is organised and supported by the Early Years Service. For example, children are regularly observed and monitored by the staff to ensure that they are engaging in suitable and challenging activities throughout the session. This ensures that every child receives appropriate support and individual time by staff to develop their confidence in communicating with adults and each other. Children are developing their early writing skills, they have good opportunities to write for different purposes and have access to a range of writing resources which they

select independently.

Children have good access to use information and communication technology to support their learning and to help them develop skills that contribute to their future economic well-being. Children make sense of the world around them as they learn about the life cycle of a butterfly and take pride in planting and growing their vegetables. They thoroughly enjoy participating in a wide range of sensory experiences such as, mixing corn flour with sand as they explore and experiment with different materials, colours and textures.

Staff have established effective systems to help children stay healthy for example, by explaining the importance of hand washing and good personal hygiene. In addition, children are provided with their own tooth brushes at nursery and learn how to keep their teeth clean by brushing their teeth after eating their meals. They are provided with meals and snacks that are healthy, nutritious and support their individual dietary needs. For example, they enjoy eating a selection of fresh fruits daily as well as delicious freshly prepared meals, such as vegetable soup, macaroni with tuna, salad, rice and chicken. In addition, children have good access to fresh drinking water which they can help themselves to when they are thirsty. Children enjoy their time in the soft play room using a range of large soft play equipment that enhance their physical development. They have daily opportunities to visit the local park weather permitting and use a wide range of outdoor play equipment where they practise their large physical skills.

Children are kept safe because staff have a good understanding of creating a safe environment where risks are minimised. Children take part in regular fire drills and are gently reminded about safety issues whilst playing and keeping themselves safe when crossing the roads.

Children respond extremely well to the effective strategies used to manage their behaviour. They benefit from consistent daily routines which helps them understand what will happen next and understand the expectations of them during their time at the centre. As a result, children play cooperatively, share, take turns and are well behaved.

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	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

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

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