

# Thomas Calton Creche

Inspection report for early years provision

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<b>Unique reference number</b>	107420
<b>Inspection date</b>	08/09/2011
<b>Inspector</b>	Christine Hodge

<b>Setting address</b>	Southwark Adult Education Service, Alpha Street, Peckham, SE15 4NX
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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*.

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## **Description of the setting**

Thomas Carlton Creche/ Nursery has been established since 2002 and is run and managed by Southwark Council. It operates from a self-contained room in the Thomas Carlton Adult Learning Centre in Peckham. The provision serves adult learners from the local community who attend courses at the centre and offers full time places for working parents. It is open from 8am until 6pm, five days a week for 48 weeks of the year. Children attend full time or for four hour sessions depending on the time of courses. The group is currently registered on the Early Years Register to care for no more than 26 children in the early years age group; of these, not more than 12 may be under two years any one time. There are currently 16 children in the early years age group on roll. The provision supports children who speak English as an additional language. Seven members of staff are employed to work with the children, including the manager and deputy. All staff have early years qualifications.

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

Overall the quality of the provision is good.

Staff are committed to providing children with a safe, caring and stimulating environment. They use their good knowledge of the children and their families to meet the needs of individual children. Good settling in procedures and the effective partnership with parents ensure that children settle well. Children are happy and make good overall progress in their learning and development. The group consistently work to improve outcomes for children through self-evaluation and attending on going training.

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

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

- increase children's understanding of linking letters and sounds by introducing phonics
- develop links with other early years settings child attend in order to provide continuity in their learning

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

The safety of children is given a high priority. All staff caring for children receive regular safeguarding training. They have a robust knowledge of child protection issues, which are in line with Local Safeguarding Children Board procedures. Rigorous recruitment procedures ensure that all adults working with children are

suitable to do so. All staff hold a valid first aid certificate. Regular risk assessments of the premises and for outings help to identify possible hazards. Access to the setting is through a buzzer entry system, which is monitored and managed by staff. This ensures that children are unable to leave the premises unescorted and unauthorised persons cannot gain access. The kitchen area is sectioned off by a locked gate, which can only be opened by an adult. Good deployment of resources and staff allows children to play freely, without risk of harm. All required record keeping and documentation is in place; although, some policies and procedures are out of date as they still refer to the National Standards.

The setting has an inclusive approach and values diversity, promoting equal opportunities at all times. Children with English as an additional language and children with special educational needs and/or disabilities are well supported. The room is set out attractively with pictures, posters, labels and children's art work. A wide variety of activities and play resources covering the six areas of learning are available, to encourage children to be independent and active learners. A separate area is sectioned off for younger babies and toddlers have free access to the full range of resources.

Parents are very positive about their children's care and education. A variety of notices, documents, contact books and opportunities to talk with key persons provide parents with good information about their children's progress and the setting's general practice. Staff work well with other early years professionals such as the area special educational needs coordinator, speech therapists and local authority early year's advisors. However, links with other early years settings children attend are not so well established.

Staff work well together as a team and are committed to continuous improvement. They are supported to take advantage of training opportunities, in order to keep their childcare knowledge and skills updated and to enhance their personal development. For example, several staff are waiting to go on phonics training and the deputy is in the process of completing an early years degree. Areas for improvement are identified through self-evaluation and information gained from parent questionnaires. The recommendations set at the previous inspection have been implemented and several priorities for improvement have been identified. These include providing children with more computer equipment, introducing phonics and updating the setting's policies and procedures.

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

Children make good overall progress in their learning and development. Staff observe children closely and plan carefully to meet their individual needs. Initial assessments identify children's starting points during their first few weeks at the setting. Staff carry out observations to support their knowledge of children's needs, likes, interests and skills. This information is used to plan activities that ensure children are moved on to the next steps in their learning and is shared with parents. A very effective settling in procedure ensures that children settle quickly

and feel a sense of belonging, in a safe and welcoming environment. Staff relate well to children, showing a gentle and caring attitude at all times. Children actively engage in a broad range of self-chosen activities, promoting their confidence and independence. Activities include a good balance of child initiated and adult-led activities, both indoors and out.

Children are developing good communication skills. Staff spend much of their time playing with the children, joining in activities, talking to them and extending their learning. Older children confidently use language to talk to adults and organise their play with one another. For example, initiating their own play in the home corner and building with construction resources. Children enjoy singing and listening to songs in both French and English. They have great fun jumping up and down, dancing to music and playing musical instruments. They enjoy choosing books and joining in their favourite stories. Children are learning to recognise letters of the alphabet, although staff currently do not use phonics to help them links letters and sounds. Many children can recognise their name on their beakers and name cards. They have good opportunities for mark making and evidence of emergent writing can be seen on drawing and pictures.

Children learn colours, numbers and to count through out their play. Older children confidently recognise numbers one to ten and can match the number of fingers on their hands to the number shown. Children have access to lots of construction resources, puzzles, junk modelling and cause and effect toys for problem solving. They learn about weight, space and shape through games and activities. Children have many opportunities to develop their creativity and imaginations. They enjoy learning about the world around them, through positive image play resources, themes, topics and outings in the community.

Children are cared for in a clean and well maintained environment. They are encouraged to adopt healthy lifestyles. Staff teach children to be active and to understand the importance of physical activity, both indoors and outside in the garden. Children enjoy healthy meals that are cooked freshly on the premises each day by a member of staff, who holds a food and hygiene certificate. Fresh fruit snacks and water are available to children throughout the day. The setting has good procedures in place to ensure children's special dietary requirements are met. Children often go out with staff to purchase fresh fruit and vegetables and take part in planting and gardening activities. At meal times children are encouraged to dish up their own food, feed themselves and clear away their empty plates; staff are always on hand to provide support. Children learn the importance of good personal hygiene. They are encouraged to wash their hands after going to the toilet and before meal times. Staff implement appropriate nappy changing procedures to prevent cross infection. Adults act as good role models. They build a close and secure relationship with the children and regularly praise and encourage their achievements. As a result children are happy and enjoy their time at the setting. They learn appropriate social skills and behaviour such as sharing, taking turns and forming friendships.

## 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	3
The effectiveness of the setting's engagement with parents and carers	2

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

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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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