

Ladywell Early Childhood Centre

Inspection report for early years provision

Unique reference number

EY343741

Inspection date

24/10/2011

Inspector

Linda du Preez

Setting address

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Type of setting

Childcare - Non-Domestic

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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

Ladywell Early Childhood Centre registered in 2007. It is a local authority owned setting situated in Ladywell, in the London borough of Lewisham. It operates from purpose built premises and has access to four group rooms and enclosed outdoor spaces.

The centre serves the local area and is open all year round, from 8am until 6pm Monday to Friday. It is registered on the Early Years Register and compulsory and voluntary parts of the Childcare Register. The setting may care for a total of 80 children aged from six months to under eight years. There are currently 49 children on roll, including 25 places for nursery school children from a local primary school. The centre is funded to provide free early education to children aged two, three and four years.

The Centre currently supports children with special educational needs and/or disabilities and who are learning English as an additional language. The children Centre specialises in providing care and learning for children with complex needs.

There are 30 members of staff, including the manager. All staff hold appropriate early years qualifications; of these, three members of staff hold a level 6, three hold a level 5, one has a level 4 and 22 hold a level 3 qualification. The centre also employs a cook and domestic staff. The centre receives support from the Early Years Development and Childcare Partnership.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The unique needs of the children are promoted exceptionally well. Overall, staff are committed to meeting children's learning and welfare needs. Staff plan a broad range of stimulating activities, which present children with good levels of challenge and excitement. The centre is reflective, incorporating information and suggestions from staff and parents in their accurate self-evaluation. The centre shows a good capacity to maintain continuous improvement. Effective systems ensure children are safeguarded well. The centre has an exceptionally strong partnership with other provisions within the community and a good partnership with parents.

What steps need to be taken to improve provision further?

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

- provide opportunities for children to develop healthy lifestyles by ensuring that children wash their hands before participating in all food preparation

- develop systems to extend the existing partnerships with parents in order to share learning priorities and enhance continuity in children's learning and development

The effectiveness of leadership and management of the early years provision

Effective safeguarding procedures are securely in place and understood by staff. All staff have a good knowledge of what to record and how to raise concerns about child protection. Robust recruitment and induction procedures help to ensure suitable staff care for children. Effective signing in procedures, closed circuit television cameras and a buzzer system prevent unauthorised visitors. Practise of an effective evacuation procedure ensures all staff and children know how to keep safe in an emergency.

The centre has successfully addressed all recommendations made at the last inspection. Strong systems ensure staff experience high quality professional development. The hard working and motivated staff team contribute to the overall evaluation of the centre, incorporating views and opinions of children and parents. Recent development includes a vegetable garden, parent support groups and introducing children to the wider community through visits to the elderly. The motivational approach to self-evaluation improves outcomes for children and has a very positive impact on learning and development.

Resources are in very good condition and age appropriate. Many exciting and stimulating resources are offered, indoors and out, which promote all areas of development extremely well. For example, children enjoy making dens in the outdoor area, then run inside to draw pictures about the activity. A very high adult to child ratio enables staff to captivate children's interests and support their learning. They offer a very good balance of adult-led and child initiated play. Children are able to make the most of free flow opportunities to play with a wide range of high quality resources.

Staff promote equality and diversity. Positive images of people from different backgrounds are displayed around the centre and cultural festivals are celebrated in interesting ways. For example, children learn about families around the world and experience a variety of celebrations, costumes and traditions. Innovative systems are in place to support children with special educational needs and/or disabilities. Staff caring for children with complex needs receive regular specialist training. They have an extensive knowledge of the children in their care, helping to promote their well-being exceptionally well. Staff work closely with parents and external agencies to ensure individual programmes are implemented effectively. This helps to ensure that the individual needs of children are met to an exceptionally high standard.

Partnerships with other professionals and agencies are fully imbedded and highly productive. For example, staff learn exercises from a physiotherapist to improve flexibility, strength and mobility for children with complex needs. Key persons have a comprehensive understanding of the uniqueness of each child. They support

children with transition between rooms and visit local primary schools to ease the transition to school. This helps to support cross-provision working and continuity for children and their families.

Parents express how well the centre meets the individual needs of their children. Parents attend meetings and participate in consultations about the provision at the centre. Relationships between parents and key persons are relaxed and very well established. Key persons collate useful information from parents about children's starting points, interests and routines when they first attend the centre. This enables staff to plan for children's learning effectively. However, there is not a system in place to formally share learning priorities and encourage parents to contribute observations of progress from home.

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

Children benefit from positive interaction with staff. They enjoy plenty of individual attention due to the high adult to child ratio. Activities are very well planned and are based on emerging interests of each child. Consequently, children in all age groups benefit from an environment that encourages learning through play and exploration. Staff ask many open ended questions to motivate the children to think critically. Children communicate with a great deal of confidence, talking enthusiastically about their activities. For example, toddlers explain that they like playing with the ice block as it feels wet, cold and slippery.

Babies and toddlers explore a range of textures and objects, developing their natural curiosity and keenness to experiment. They enjoy regular use of the soft-play/sensory room, which enables them to explore in a stimulating and yet calm atmosphere. Older children make marks enthusiastically, producing recognisable symbols and letters. They enjoy drawing and create pictures that staff display around the centre, to place value on their creative contributions. Children use numbers throughout their play. For example, a child placed eight cubes over their fingers and explained they were making a spider, needing eight altogether as spiders have eight legs. Children enjoy making their own choices from the abundance of resources at low level, promoting independence for all age groups.

Children have an awareness of a healthy lifestyle. They enjoy eating tasty fresh meals, which are prepared daily. They make great strides in their physical development. They relish playing outdoors using a rich variety of equipment to develop their skills, such as climbing apparatus, a wide variety of bikes, hoops and balls. Children learn to wash their hands after toileting and prior to eating. However, staff do not implement this consistently, which increases the risk of cross infection. Children are developing a strong sense of safety. They receive good support from staff through discussion and clear explanations. They learn how to use the environment safely by taking supervised risks when playing outdoors.

Children behave very well. Older children share and collaborate well with each other in their play. For example, they build tunnels in the sand and work together

to decide what size it should be so the trains will fit through. Staff are very good role models to the children. They are highly effective in creating a positive and stimulating environment. Consequently, children of all age groups experience exciting challenges and opportunities to learn are plentiful.

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	1
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	1
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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Annex B: the Childcare Register

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

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