

# Ealing Hospital Children's Centre

Inspection report for early years provision

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118124

**Inspection date**

22/11/2011

**Inspector**

Deborah Jane Orchard

**Setting address**

Ealing Hospital, Uxbridge Road, Southall, Middlesex, UB1  
3HW

**Telephone number**

020 8967 5478

**Email**

**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*.

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## Description of the setting

Ealing Hospital Children's Centre registered as a nursery in 1997. It became a Children's Centre in 2005. It is run by the National Health Service (NHS) Trust and situated in a purpose built area on level one of Ealing Hospital in the London borough of Ealing. There is an enclosed outdoor play area available.

A maximum of 65 children may attend the nursery at any one time. There are currently 74 children on roll. The centre is open each weekday from 7:00am to 5.30pm; all year round. The centre is registered on the Early Years Register.

The nursery's admissions policy gives priority to staff who work within Ealing Hospital and the West London Trust. The centre receives funding for the provision of free early education for children aged three or four.

The setting supports a number of children who learn English as an additional language and children with special education needs and/or disabilities.

The setting employs 16 staff, including the manager, of whom, all hold suitable qualifications, at level three or above.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Overall the setting is good, and outstanding in some respects. Supporting children in developing an understanding of healthy lifestyles, and staying safe, are particularly strong areas. Children are able to make good progress in most of their learning and development, through the provision of a variety of interesting activities, both indoors and outside. The manager and staff are motivated, working effectively as a team; they regularly reflect on and evaluate their provision; demonstrating a commitment to build on their skills and make continuous improvements.

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

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

- develop mathematical understanding through all children's early experiences, including exploring shape, size, numeracy and patterns
- provide opportunities for babies to enjoy the company of others at meal times

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

Robust safeguarding procedures ensure children are well protected in the setting. Staff have a secure understanding of child protection issues; they have regular opportunities to attend training to keep their knowledge up to date. There are effective procedures for recruitment, vetting and induction of staff. Regular risk assessments are being carried out to help identify and eliminate any potential hazards and ensure children remain safe. A range of policies and procedures, which are known by staff help enable the setting to run smoothly.

The manager is an effective leader; she works well with the enthusiastic and committed team. The staff benefit from regular training opportunities, formal and informal support sessions and regular participation at meetings. This helps to enhance their knowledge and improve outcomes for children. Staff are encouraged to contribute their ideas and observations, which feed into the overall self-evaluation and vision for the centre. Any recommendations made by early years advisors are used in supporting the team in identifying key strengths and areas for development. The recommendations made at the last inspection have now been addressed, demonstrating the settings capacity to make and drive improvements. The manager deploys the centre resources well. She is aware of the well trained team's individual strengths and effectively uses these. She encourages them to take lead roles in certain areas. There is good free-flow to the outdoor areas, allowing children to move around easily and make choices in their play. The layout is enabling for each age group. For example, in the area for very young children the paints and easel are at a low level. Exciting den areas inside and outdoors encourage children to play imaginatively. The setting values diversity and provides lots of toys, photos, posters and books which positively reflect diversity within the community. They staff use makaton, dual language books and learn key words to support children with English as an additional language. All children are recognised as unique and the caring staff plan appropriately for their individual needs. Strong partnerships with parents and carers help ensure continuity of care. Regular verbal and written communication enables staff to gain a greater insight into children's individual needs and enables parents to be kept well informed about all aspects of their child's experiences and development. Detailed information is on display and all policies and procedures are shared with parents. Feedback from parents during the inspection indicates they are happy with the service their children receive. Staff establish strong partnerships with other agencies involved in children's care, they seek advice from other professionals to support children's individual needs, when this is required. They build links with schools to ease children's transitions. Children get to know other staff within the setting enabling them to settle quickly when they move into one of the other rooms.

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

The staff team have a good understanding of the Early Years Foundation Stage framework and provide a rich learning environment. Children fully participate in a

range of stimulating activities which, overall, support their learning and development well. They are able to make steady progress in relation to their starting points because the staff are aware of their individual needs. They sensitively observe children during play, to identify their developmental stages. Staff maintain detailed records of children's achievements, which are recorded in their individual profiles. These records are used to identify the next steps in each child's learning journey. Information is shared with parents, who are encouraged to contribute any observations they make at home. Children have opportunities to extend their learning at home; they choose library books and take the Centre toys on home adventures.

Children are being imaginative, they eagerly participate in cold cooking activities; they explore the texture of pasta as they spoon this into bowls and pretend to serve it to their friends. They are becoming skilful communicators, learning new vocabulary and using descriptive language at story time. The staff make stories come alive by using props. Children have opportunities to repeat and consolidate their learning; they hold the book and tell the story, using the props to show each other what they have just learnt. Babies show curiosity as they manipulate the light strands in the sensory room, they gaze in wonder as the bubble tubes change colour. The supportive staff sit with them, offering comfort and reassurance; they extend their knowledge by naming the different colours the babies see. Babies are able to explore their environment, pressing buttons on the activity board and seeing what happens. They share positive relationships with staff and each other; however, babies sometimes sit away from the main tables, with staff, which means they are not always able to fully enjoy the company of others at mealtimes.

Children's knowledge of the natural world is enhanced as they observe a robin who comes to eat from the bird feeder. They make books and songs about the bird and enthusiastically chat about what happens when their friend 'Mr Robin' comes to visit. Children are developing an understanding of technology as they have access to a computer and cameras. Children learn to problem solve and construct, they make colour sequences with small pegs and build using a variety of construction toys, although, they have less opportunity to develop their mathematical skills, such as regularly counting, calculating and exploring shape and size.

Healthy lifestyles are promoted very well. Children have excellent opportunities to explore the outdoor area, benefiting from fresh air and exercise. They use large apparatus to strengthen their large muscles. They participate in projects which help promote their understanding of the importance of health and hygiene.

Children enjoy nutritious food, which meets their individual requirements. Snack time provides children with daily opportunities to make healthy choices; they use the water dispenser when they are thirsty. Younger children can identify their own drinking cups as these are clearly labelled with their own photos. Children follow excellent hygiene routines and understand the importance of washing their hands before meals. They help themselves to tissues when needed. All areas and resources use by children are kept very clean and well maintained.

Children are able to feel especially safe and secure as they share trusting relationships with the adults who care for them. They have excellent opportunities for learning about keeping themselves safe. During circle time they discuss the safe use of scissors, sharing their thoughts regarding what scissors are used for and when they may be dangerous. The children understand how to play safely in the setting; they know the routines and are gently reminded to be kind and

considerate towards each other.

## 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	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	1
The extent to which children adopt healthy lifestyles	1
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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