

South Ruislip Early Years & Children's Centre

Inspection report for early years provision

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Inspector

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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*.

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Description of the setting

The setting was registered in 2011 and is located in a residential area of Ruislip in the London Borough of Hillingdon. The children are cared for in three base rooms and there is a secure outdoor area available. The setting is open Monday to Friday from 8am to 6pm, except for Bank Holidays. Children attend for a variety of sessions, in full and part-time places. The setting is registered on the Early Years Register to care for no more than 49 children in the early years age range at any one time. Of these, no more than 12 children may be under two years. There are currently 36 children on roll and the setting is in receipt of government funding for early education. The setting supports a number of children who speak English as an additional language and children with learning difficulties and/or disabilities. There are 10 members of staff employed, all of whom hold appropriate qualifications. In addition, both managers hold appropriate early years qualifications and one member of staff has achieved Early Years Professional Status.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children blossom and flourish in this centre and they are making excellent progress in their learning and development overall. There are highly effective systems in place to ensure partnerships with parents, carers and others are fully promoted. This ensures that the needs of all the children are successfully identified and met. Children's safety and welfare are extremely well promoted. The management team demonstrate an exceptional capacity to maintain continuous improvement and improve outcomes for children.

What steps need to be taken to improve provision further?

To further improve the high quality early years provision the registered person should consider:

- providing further time and relaxed opportunities for young children to develop spoken language through sustained conversations with adults.

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are highly effective as practitioners implement extremely robust policies and procedures throughout the centre. Practitioners at all levels, have a firm understanding of safeguarding issues, while the managers take the lead role in dealing with any concerns. There are

comprehensive risk assessments processes in place, which help to ensure that children's safety and security is given high priority. Rigorous procedures are in place to ensure the safe recruitment and vetting of all adults working directly with the children. In addition, the centre has an extensive selection of written policies and procedures, which are effectively implemented to ensure the safe and efficient management of the centre. Subsequently children's safety and welfare is exceedingly well promoted.

There are excellent systems in place to promote partnership working with parents, carers and others. Parents are actively encouraged to be involved in the setting and well-organised systems are in place to share information with those involved in the care of the child. For example, practitioners talk to the parents and carers on a daily basis. Communication books are used as a means of sharing information between home and the centre. Parents receive substantial feedback about their children's learning and development. For example, photos, artwork and captions of the children's learning are innovatively displayed in the base rooms. In addition, there are regular review meetings with the parents to discuss the children's progress. These processes ensure that parents are successfully included in their child's continuous learning and development. Discussions with parents reveal that they are extremely happy with the service that is offered and that their children are learning and happy. The centre has developed highly effective channels of communication with a wide range of professionals. For example, they work very closely with speech and language therapists, educational psychologists and the local authority inclusion team to meet children's specific needs.

The setting ensures that equality and diversity practices are exceptionally well promoted. Children have access to an extensive range of toys and resources to support their awareness of difference. They participate in activities that teach them about the different festivals and celebrate the differences between themselves and others. Consequently, children receive all the support that they need to ensure their welfare, care and development is exceptionally well supported. An excellent range of resources promotes children's interests as they select these independently. Practitioners are provided with very good opportunities to attend various training courses to develop their practice. As a result, children's learning experiences are extremely well promoted.

The management team continually looks for ways to improve the quality of the centre. Subsequently, they are able to raise standards in order to benefit the children's care, learning and development. The centre has implemented an extensive self-evaluation system, which reflects rigorous monitoring of what the centre does well and what it needs to improve. For example, the centre identified that the observation and assessment processes needed to be reviewed. As a result, systems were implemented to address these issues, including a mentoring programme to improve consistency and quality.

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

Children's progress in relation to their starting points is exceptional. The systems for observational assessment are very thorough and continually build on children's interests and abilities. Children are provided with an extremely good balance of adult and child led activities which are provided between the indoor and outdoor environments and cover all aspects of learning. The routine is structured to meet the needs of the children. The visual pictorial timetable supports the children's understanding of the organisation of the day and what they can expect to happen next. Children work extremely well independently using their own initiative and develop excellent skills in working alongside their peers. For example, two children take great pleasure in sitting together as they make shapes using the play dough and talk about what they are doing. The children play a full and active role in their learning, show great curiosity and desire to explore and are inquisitive learners. For example, children are extremely interested in technology as they continually question the purpose of different buttons on adults' laptops. This is further supported as the children have access to many resources in the play environment that foster their interest in technology. For example, computers are easily accessible to the children, and they enjoy looking at digital photographs of themselves.

Children's communication skills are extensively supported by practitioners who skilfully pose open-ended questions. As a result, children's vocabulary and thinking are extended. For example, there are discussions with the children about what they think will happen if water, oil and salt is mixed with flour. The environment is set up extremely well to support children's understanding that print carries meaning. For example, labels in English and many of the children's home languages identify objects within the centre. In addition, practitioners use signs, symbols and speech to communicate with the children of all ages. However, the setting recognises that babies' communication skills could be further extended. Children have many opportunities to hear mathematical language as it is routinely used throughout the course of the day. For example, during the play dough making activity practitioners talk to the children about too much, too little, too big or too small. Consequently, the excellent range of experiences provided means that children's skills for the future are extremely well promoted.

Children and babies feel safe as they have formed extremely positive relationships with practitioners, who are kind, caring and responsive to their needs. Babies develop confidence in exploring their surroundings. They enjoy finding out what they can do as the environment is safe, but still provides them with challenges. The babies demonstrate through their body language and gestures that they are happy, safe and secure. For example, babies snuggle into the practitioners for comfort when they are upset. The children have an extremely good understanding of the boundaries and behavioural expectations in relation to their ages. They are learning to be respectful of one another and to be aware of each others feelings. Children's good health is exceptionally well supported. They have frequent access to an outdoor area where they explore, investigate and develop their physical skills. They know why they must wash their hands and

eagerly tell adults that it is 'to get rid of the germs'. In addition, there are picture cards in place which offer visual clues and reminders to the children to wash their hands. Meals and snacks are very healthy and nutritious and even young children are encouraged to feed themselves, developing extremely good independence skills.

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?	1
The capacity of the provision to maintain continuous improvement	1

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	1
The effectiveness of leadership and management in embedding ambition and driving improvement	1
The effectiveness with which the setting deploys resources	1
The effectiveness with which the setting promotes equality and diversity	1
The effectiveness of safeguarding	1
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	1
The effectiveness of partnerships	1
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	1
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	1
The extent to which children achieve and enjoy their learning	1
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	1
The extent to which children develop skills for the future	1

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