

Grenfell Creche Under Threes 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*.

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

Grenfell Crèche Under Threes Centre opened in 1987. The provision is registered as a full day care nursery for children from one to under five years and not as a 'crèche'. It is one of three registered day care provisions run by the Lancaster West Children's Community Network in the Royal Borough of Kensington and Chelsea. It is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. The nursery is open each weekday from 8.30am to 5.30pm for 48 weeks of the year. The provision operates from first floor accommodation with stair access. The nursery supports children with special educational needs and/or disabilities and a number of children who learn English as an additional language. Six core staff members are employed to work in the nursery, some of whom work part-time. Staff members hold appropriate early years qualifications. A maximum of 32 children may attend the nursery at any one time in the early years age group; no more than 24 of whom may be under the age of three years, at any one time. Most children attend for different sessions. There are currently 23 children aged from one to under five years on roll.

The overall effectiveness of the early years provision

Overall the quality of the provision is satisfactory.

Children are happy and enjoy good relationships with staff in this welcoming nursery that gives priority to keeping them safe. They make adequate progress overall in their learning. In some areas, such as language development, progress is slower, although children make good progress in learning how to keep themselves safe and healthy. The staff team work well together but do not always make the best use of resources to support children learning. Experiences and activities for the younger children are at times too difficult for them to enjoy and participate in fully. Parents are welcome and good wider partnerships benefit all children. Some appropriate monitoring systems exist, although not all weaknesses are identified, although recommendations from previous inspection are addressed, so capacity to improve is satisfactory.

What steps need to be taken to improve provision further?

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

- improve arrangements for observation and assessment so these can be used better to assist in planning to meet children's individual needs, particularly in relation to the language development of the younger children and those learning English as an additional language
- improve evaluation and quality improvement processes to better identify

where systems require development in order to better meet children's learning and development needs.

The effectiveness of leadership and management of the early years provision

Children's safety is prioritised at all times. Members of the staff team have good knowledge and understanding of safeguarding issues and receive regular training in order to update their knowledge. Regular evacuation drills ensure that staff and children are well trained to leave premises in case of fire. Risk assessment is carried out regularly and effectively ensuring equipment and resources are in good condition and safe for children to use.

The manager is well organised and leads a friendly staff team who work well together. Staff have addressed all the recommendations for improvement from the last inspection, showing determination to drive improvement suitably. Self assessment includes some monitoring of staff, but the process has not identified weaknesses in the assessment and planning systems of the nursery. As a result, children do not progress as well as they might in relation to their capabilities. Some of the planned activities are not appropriate for the younger children or those learning English as an additional language, and some learning opportunities are missed.

The nursery has effective collaborations with outside agencies which help enhance children's learning. Parents feel that the staff team is supportive and considerate towards them and towards their children. They receive useful information, including advice on healthy eating, from the recently introduced 'parent pack' and monthly newsletters. Suitable communication about children's development and progress is provided less regularly, however, during consultation meetings three times a year.

The nursery is suitably inclusive overall, providing resources that all children can access. Most resources are appropriate to the needs of young children, although books are not presented well, which does not support learning fully. Adults mostly understand the individual needs of children and try to provide resources to capture their interests although these are not always used as effectively as possible to develop the younger children's skills and understanding.

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

There is a generous ratio of adults to children and this allows for each child to be well cared for, listened to and valued. Adults are attentive and unhurried, being there for each child. Children develop their independence well while selecting their play experiences freely and participating readily in tidying up. Interactions between children and adults show that there is mutual trust and respect. Well organised routines help younger children become confident in the nursery. At meal times they learn to enjoy healthy snacks such as various fruits and choose water or milk to drink. Parents bring in packed lunches with healthy meals, following advice from visiting local dietician. Children independently wash their hands before and after

meals and use the toilet appropriately, when they are ready to do so. Children are eager to learn and be independent in the nursery, showing that they enjoy their time here. They know what is expected of them and show that they know how to stay safe without prompts from the adults.

Play spaces are well organised and many resources are displayed at children's level, in inviting wicker baskets. There is a wide range of natural material resources, such as pinecones and shells, for children to handle. Staff do not model how to do this exploration, however, to the youngest children, missing chances to engage with them and extend their vocabularies or teach them about the world around them. Children learn through other activities while exploring and trying things out: children dip a toy trucks in water and make water traces on the table cloth. Such experimentation takes place haphazardly, however, and lacks careful planning. A planned 'workshop' at the 'cutting and sticking' table is too difficult for children to enjoy because the boxes are too large and cumbersome for little hands to hold, while the card is too hard to cut.

The play area where children can replicate domestic life, the 'home corner', is well equipped and spacious. Children enjoy pretending that they feed or put baby dolls to sleep. Adults support this play suitably by joining in and helping children make up the dolls' beds. The close collaboration between children and adults shows that children feel safe, demonstrating strong feelings of security while in staff care. Children learn to respect each other, to pay attention to each other's needs and to appreciate differences well.

There is a good balance of adult-led and child-led activities. Singing sessions led by adults are fun and engage most children; however, songs are sometimes sung too quickly and some children find it hard to join in. The book case has picture books appropriate for young children but these are not displayed enticingly, so children do not choose to browse through them, as cover pages are hidden and books sit upside down. All this means that some children, including those learning English as an additional language, do not increase their vocabularies and develop their spoken language as quickly as they might, and so gain useful skills for their future lives. Adults make some observational assessments but these are not regular or specific enough to inform planning fully effectively. As a result, activities are enjoyable for most children but do not always help them achieve good progress quickly.

Children behave well, are polite and show respect towards one another. They know how to share toys and equipment with others. They enjoy their time in the nursery and have a positive attitude to play and learning, displaying curiosity and enthusiasm.

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?	3
The capacity of the provision to maintain continuous improvement	3

The effectiveness of leadership and management of the early years provision

The effectiveness of leadership and management of the Early Years Foundation Stage	3
The effectiveness of leadership and management in embedding ambition and driving improvement	3
The effectiveness with which the setting deploys resources	3
The effectiveness with which the setting promotes equality and diversity	3
The effectiveness of safeguarding	2
The effectiveness of the setting's self-evaluation, including the steps taken to promote improvement	3
The effectiveness of partnerships	2
The effectiveness of the setting's engagement with parents and carers	3

The quality of the provision in the Early Years Foundation Stage

The quality of the provision in the Early Years Foundation Stage	3
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Outcomes for children in the Early Years Foundation Stage

Outcomes for children in the Early Years Foundation Stage	3
The extent to which children achieve and enjoy their learning	3
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	3

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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