

Wetherell 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*.

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

Wetherell

Children's Centre registered in 2011 and is operated by Barnardo's, a voluntary organisation. The centre is situated in Homerton, within the London borough of Hackney. The children have the use of the five rooms, in addition to associated facilities. There is a large enclosed outdoor play area for children's use.

The centre is registered on the Early Years Register, and the compulsory and voluntary parts of the Childcare Register. A maximum of 70 children aged under eight years may attend at any one time. Of these no more than 24 may be aged under two years. The centre also operates a crche service for parents attending classes or services on offer within the centre, a maximum of 10 children in the early years age group may attend the crche, of these not more than six may be under two at any one time. There are currently 59 children on roll, all in the early years age group. The centre is in receipt of funding for the provision of free early education for children aged two, three and four-years-old. The centre operates Monday to Friday from 8am to 6pm throughout the year, except during bank holidays. The centre employs 26 staff including the manager. They all hold relevant early years qualifications and have childcare experience.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children benefit from a well resourced environment and staff have a good working knowledge of the Early Years Foundation Stage. Children receive good support and challenge helping them to progress well in most areas of learning. Children are treated as unique individuals and they thoroughly enjoy their time at the centre. Generally good systems are implemented to help staff to protect and promote the welfare and well-being of children. Engagement with parents is good and partnerships with other childcare providers helps to ensure children's individual needs are met. Although the centre has only begun operating recently, and consequently some areas of the service are still developing, the manager and staff make good use of self-evaluation and have a clear vision for the future, which reflects a strong capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- make greater use of opportunities during everyday activities, such as mealtimes, to develop children's numeracy and independence skills and to gain further understanding of the benefits of a healthy lifestyle
- improve opportunities for children to develop an understanding of

information and communication technology.

The effectiveness of leadership and management of the early years provision

Children's welfare is actively safeguarded as staff are vigilant in their supervision of children indoors and outdoors. Thorough risk assessment takes place and helps to ensure that all areas the children access are safe and suitable. Security measures are good. Staff demonstrate a good understanding of their roles and responsibilities in relation to safeguarding matters and are fully aware of the procedures to follow if they had a concern about a child. A wide range of policies and procedures used for the safe and efficient management of the provision are implemented effectively and shared with the parents. Staff are suitably vetted, trained and experienced. Staff ratios are well maintained and staff are successfully deployed to help meet children's individual needs.

Staff interaction with the children is good and works to support and promote their learning and development. The staff clearly know the children and their families well and ensure that all children are included. The centre is a very welcoming, relaxing and inviting environment where children clearly enjoy spending their time. It is very well resourced and there are many resources and interesting activities planned that help children to develop an understanding of the wider world and to value equality and diversity. Staff show a good commitment to supporting children who are learning English as an additional language, working closely with parents to find out about children's cultural backgrounds and home languages. Staff demonstrate a good understanding of how to care for children with special educational needs and/or disabilities.

The staff are proactive in engaging with parents and carers. They take time to talk to the parents each day about their children's activities and the children's developmental records are easily accessible to their parents. Newsletters and information displayed informs parents of forthcoming events and other relevant information. Parents spoken to were very pleased with the service that they and their children receive and the care provided by staff. Children benefit from continuity of learning and care because the setting liaises with other providers delivering the Early Years Foundation Stage for them. Links are in place with the local nursery and primary school. For example, the manager invites teachers from local schools to visit the centre and see the children who will be going to their school. This helps to promote a smooth transition for the children.

The manager and deputy have a clear vision for the future. They involve staff and parents in reviews of the service. Feedback is taken positively and the manager prioritises actions for improvement. The staff team works constructively with the Local Authority including the Early Years Team to further evaluate their practice. Staff are supported in attending further training and gaining qualifications and actions taken for improvement are well-targeted. This demonstrates a strong capacity to maintain continuous improvement.

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

Children make good progress in their learning and development because staff have a good understanding of the way that young children learn through play and first hand experiences. Children's key persons observe children as they play. They understand how children interact with each other and respond to the play opportunities. They use information gained from observations to develop an understanding of children's starting points and interests. Then they plan for the next steps in children's individual learning generally well.

Children have many activities that help them to acquire skills for the future. Staff use skilful questioning to encourage children to develop their language and thinking. They encourage them to express their ideas and opinions. Children enjoy books and are eager to listen to stories, where they join in with familiar text and rhymes. Children also develop an understanding of written language through activities on letters and sounds. Children are taught phonics, and have opportunities to develop early reading and writing skills. They enjoy making marks in the sand and learn to use paint brushes and tools safely with control.

Children's understanding of diversity is developed as they participate in discussions, use relevant resources and celebrate a variety of festivals. Children who speak English as an additional language are well supported and make good progress. They are supported in developing their knowledge of English but staff also value the children's own language, using key words and books in dual languages. Children have some opportunities to develop their awareness of information and communication technology. They occasionally use a computer and interactive, programmable toys. Children develop numeracy skills as they use numbers and mathematical ideas in a practical way, through the use of games and puzzles. Children develop their creative skills and staff display the children's artwork, praising their efforts to develop the children's confidence and self-esteem.

Children respond very positively to adults as they listen to their guidance. Children's behaviour is good and staff are good role models, promoting listening, respecting each other and being kind to one another. Children have a good understanding of how to stay safe and to consider the safety of others.

Children learn to care for themselves and about healthy lifestyles. Babies and children's health, physical and dietary needs are adequately met. Children understand the importance of fresh air and enjoy spending time outdoors, when this is permitted. Children use a variety of outdoor equipment that helps them to gain skills of coordination, balance and control. Nappy changing and sleep routines are responsive to babies' individual needs and help to ensure their comfort. Mealtimes are social occasions but the learning opportunities that these offer are not fully embraced. For example, opportunities for children to gain further independence, problem-solve and learn more about healthy eating. Children follow suitable hygiene procedures and know to wash their hands before they eat, after messy play and following play in the garden. Meals provided are balanced and nutritious. Babies snuggle up with staff to enjoy their bottles, enjoying the one to

one attention. Staff engage with the babies and younger children to encourage their interaction and social development. Overall positive outcomes for children are consistently promoted. Children are motivated to explore. They become involved and engaged as they make choices in their play and talk about what they are doing. They receive a secure basis for their learning and development and enjoy their time her.

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	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

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	3
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