

# Lavender Children's Centre

Inspection report for early years provision

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EY432714

**Inspection date**

30/01/2012

**Inspector**

Rebecca Hurst

**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

Lavender Children's Centre nursery, at Lavender Park Pavilion, was registered in 2011. The nursery offers sessions for children on the two year funding scheme, and they receive free early education. A creche runs alongside the nursery for parents attending classes at the children 's centre. The sessions for children run between the children's centre opening times of 8.00am till 6.00pm, for no more than three hours. Sessions currently run from 9.15am until 12.15pm. Children have access to two large playrooms with free flow to a large garden.

Lavender Children's Centre may care for no more than 40 children under eight years; of these, not more than 40 may be in the early years age group, and of these, not more than nine may be under two years at any one time. Lavender Children's Centre is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. Currently there are 15 children on roll all in the early years age range.

## The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children are very happy, settled and thriving, because the staff at the nursery create an extremely safe and secure environment. Children are highly valued and supported to make the most of their abilities and make excellent progress in their learning. Warm, positive and trusting relationships enable children to feel very safe and secure. Staff continually evaluate the activities and experiences that are on offer to the children, always seeking to improve their learning opportunities and working towards the best possible outcomes for children. Self-evaluation of the provision is highly effective overall. The nursery has a high capacity to maintain continuous improvement, because all staff seek to improve their knowledge and understanding of children's early years through further training opportunities.

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

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

- working in partnership with parents to further develop systems to identify the settings strengths and weaknesses, to bring about best possible outcomes for children.

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

All staff have an excellent understanding of child protection and how to safeguard the children. Detailed and comprehensive risk assessments are in place and carried out by staff to enable the children to be cared for in a very safe environment. Comprehensive recruitment procedures are in place to make sure all staff are suitable to work with the children. Excellent procedures are in place to assess the suitability of the adults working with the children through the rigorous recruitment procedures in place. Children's safety is further enhanced as they participate in regular fire drills. This allows everyone to be fully aware of what to do in an emergency. Staff work extremely closely with child protection agencies to share information and support vulnerable families extremely well. This enables all staff to promote the welfare needs of all of the children and the families. The nursery's concise policies and procedures enable parents to be fully informed about all aspects of the provision. This enhances greatly the children's safety, health and welfare.

Resources are arranged and organised in highly effective and very well thought out learning areas. This creates an enabling environment which specifically meets all of the needs of the children. This approach is highly successful in fully progressing the children's individual learning and development. Children are confident learners as they are able to independently access a wide range and variety of resources. The excellent use of sign language and visual aids further enhances children's learning. The children have access to a wide and varied amount of resources which greatly promote equality and diversity. Children learn about festivals and celebrations from around the world at an age appropriate level. The staff ensure all topics are handled sensitively, and that both children and parents learn about the topics through the excellent use of displays.

Partnerships with parents and other agencies is a key strength in the nursery. Although the nursery has only recently opened they share all information with the other agencies involved in the care of the children. The staff visit the children in 'stay and play' sessions, in the children's centre, for the staff to assess their needs. All children have home visits carried out so the staff can get to know them and assess their starting points before they arrive at the nursery. All of this information is used by the staff to fully aid their settling in to provide a very smooth transition period. Detailed daily feedback is given to the parents, which enables them to be fully aware of how their children have been during the session. Suggestions are given as to what parents can do at home to further aid the very good progress the children are making.

All staff constantly seek to improve their childcare practice so that children have enjoyable and challenging play and learning experiences. Staff have a natural affinity with the children, responding well to their welfare and development needs. The provider is driving improvement through her ambition to train and improve both her knowledge and that of the staff through attending ongoing training courses, including safeguarding. Self-evaluation has been taking place with the provider and the staff, as the nursery is newly opened. The manager has a good

development plan in place and has a detailed children's centre self-evaluation which includes the nursery. Although parents' views are sought, they are not currently fully involved in the process. The provider is able to clearly highlight the strengths of the nursery and the areas she wishes to work upon.

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

Children happily explore and experiment, using an excellent range of different materials and resources, in a safe, supportive and caring environment. This helps them to confidently practise and acquire new skills. Children receive plenty of attention, through the staff listening and responding to them throughout their activities. Children show they feel safe through highly confident and independent learning, making excellent choices, helping themselves to toys and readily approaching the staff if they need help or a cuddle.

Planning is in place to meet all of the children's individual needs. Observations are very well written and used to inform the planning which enables the staff to maximise the children's learning and development. Staff chart the children's progress successfully on development charts so they can see what next steps of learning they need to carry out. Although children have only just started in the nursery, it is clear they are making excellent progress with their learning and development from their starting points.

Children enjoy healthy snacks and plenty of drinks including an excellent variety of fresh fruit and vegetables. Children help the staff in setting up snack time and they all hand out their cups and plates for one another to use. Snack time is a very social occasion with children preparing their own fruit and using knives to cut up larger pieces of fruit to share with their peers. This greatly develops the children's independence skills. Staff talk to the children about the fruit they are having and how these are good for their bodies. Staff work closely with the parents and the children to teach them about healthy eating and suggest courses the parents can attend in the children's centre to aid this. This is having a very positive impact on the children's health and well being both in and out of the nursery. Children have excellent daily access to a well stocked outside area which reflects and mirrors the excellent learning they are doing inside. This provides learning environments to suit all children. They also have access to large pieces of equipment that greatly aids the children's physical development. All resources are used safely and children are taught through excellent routines, such as tidy up time, in how to correctly use these resources. Well developed routines encourage great social skills and consideration for others.

Children thoroughly enjoy exploring shaving foam. Staff sit with the children and use descriptive words such as 'smooth, soft and sticky'. The children enjoy moving the foam between the foam tray and the water tray, this greatly enhances their exploration skills. Staff further enhance the children's learning by asking what the foam is doing when they put it into the water which enables the children to develop their language skills. Children thoroughly enjoy singing and carrying out

the movements to the songs. They work well together to sing 'row, row the boat' and show great excitement carrying out the movements to the song. The children listen intently to instructions on what level they need to sing songs in and are skilled in getting the right volume. These are new skills the children are learning and show the excellent progress they are making.

Staff are all consistent in their approach to behaviour management and remind the children throughout the session the importance of sharing resources and being kind to one another. The staff talk to the children at an age appropriate level which enables the children to understand how to behave. As a result, given the children's ages and stages of development their behaviour is very good. Children share resources with each other and to take turns with equipment such as footballs.

The children's skills for the future are developing extremely well, through the excellent and effective use of open ended questions and descriptive words. Combined with the excellent use of sign language and visual aids, this further enhances the children's communication and language skills. Children have their learning extended through the excellent free flow system to the outside area. The staff use this as an extension of the highly effective learning experiences they have inside. This greatly enhances the children's learning as they are able to adapt the learning to meet the individual learning styles of all of the children.

## 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>	1
The capacity of the provision to maintain continuous improvement	1

### 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>	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

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### Outcomes for children in the Early Years Foundation Stage

<b>Outcomes for children in the Early Years Foundation Stage</b>	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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## **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