

Places for Children

Inspection report for early years provision

Unique reference number	EY357231
Inspection date	10/02/2012
Inspector	Marcia Robinson

Setting address	Brookhill Children's Centre, Brookhill Road, Woolwich, London, SE18 6UZ
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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

Places for Children Nursery is a privately owned provision which has been operating since 2007. The nursery is situated in the Woolwich area within the London Borough of Greenwich, close to local shops, schools and public transport links. It is based in Brookhill Children's Centre and is one of several nurseries run by Places for People. The nursery works in close partnership with the centre and the children's services based there, such as the health visiting team. It is accessible from the main foyer of the building with its own entrance. The three group rooms for children have direct access to an outdoor play area. The nursery is open each weekday from 8am until 6pm for 51 weeks of the year. The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 50 children in the early years age range may attend the nursery at any one time. There are currently 45 children aged three months to five years, on roll who are mostly from the local area. Funding for the provision of free nursery education is available for children aged two, three and four years of age. The nursery supports children with special educational needs and/or disabilities and children for whom English is an additional language. The facilities are accessible for those who have limited mobility. The nursery employs 14 permanent members of staff, three bank staff and their own cook. The manager holds a Level 3 qualification and all other staff hold relevant early years qualifications ranging from a Level 2 to an Early Years Degree.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Good systems are in place to ensure the needs of all children met effectively, with some outstanding aspects relating to partnerships with others and some of the outcomes for children. This is due to the provision of a well planned and balanced curriculum. Coupled with the professional approach presented by staff in their links with other professionals to ensure children's individual needs are catered for. Strong relationships with parents contribute significantly to ensuring a high quality and generally inclusive environment which helps ensure children are safe and that they flourish in the setting. The capacity to maintain continuous improvement is strong as the setting use a range of methods to evaluate the quality of the service and take positive steps to promote improvement.

What steps need to be taken to improve provision further?

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

- further develop the range of books and resources to reflect positive images of disability

The effectiveness of leadership and management of the early years provision

Arrangements for safeguarding children are robust, regularly reviewed, carefully managed and well understood by the designated person and those who work with children. In-house safeguarding training for the entire staff team, has equipped them with the skills and knowledge to respond appropriately if they are worried about a child. Rigorous recruitment procedures help to ensure staff are suitable to work with children. Robust risk assessments for the premises and outings enable children to be safe at all times. The nursery is driven by a committed team who make adjustments and improvements to ensure that the provision continually develops and meets children's needs. They have successfully met all recommendations raised at the last inspection and actions taken are well-targeted to improve outcomes for children. For instance, improvements to the outdoor area enable children to use the garden throughout the year. Close links with the early years advisor have been developed, and the nursery now takes part in the 'Every Child a Talker' project enhancing children's communication skills. In addition, management use various self-evaluation systems that makes good use of feedback from staff, parents and children as well as the support of the local authority to monitor and evaluate the provision. Staff appraisals are carried out and regular staff meetings are held, enabling the whole provision to be evaluated on a regular basis.

Deployment of resources is effective, the environment is conducive to learning and staff support children well during play. Good organisation enables children attending at different times to participate in a broad range of free play and group activities. Staff work closely with parents to ensure they are fully aware of each child's background and individual needs. Children learn about cultures and beliefs through well-planned activities and events where parental participation is actively encouraged. Children have experienced African dancing, singing and food tasting as parents contribute to various celebrations, such as Black History Month. They learn about their local community through regular outings and use a wide range of resources that successfully promotes diversity in most aspects. However, there are fewer positive images to help children to be sensitive to the needs of others, such as those with disabilities. Nonetheless, staff show a good awareness of children's home languages and support their learning of English through lots of conversations and good visual aids throughout the nursery, such as signs and labels showing pictures and words.

Engagement with parents is strong as staff value the partnership with parents to support children and in particular young babies' home routines. The gradual settling-in process, enables parents to share information about their children's abilities so that they feel safe and secure when their parents leave. Parents of older children express great satisfaction with the care and learning opportunities available to their children. Newsletters and a notice board are all used to share relevant information. Staff also make time to discuss how children have been when their parents collect them and provide written notes that detail all events of their day. Parents are also actively involved in the decision making about the provision and their children through open days twice a year, a comments and suggestion

box, parent questionnaires and regular review meetings. Partnerships are well established with local schools and other professionals who work within or have links with the Children's Centre where the nursery is based. The management team takes a lead role in establishing effective working relationships. They play a full role in multi-agency working where children need additional help or support in their transition to school. Staff help ensure children's smooth transition to the local schools including arranging visits with parents and supporting them with the application process. Taken together, these excellent systems leads to a fully shared approach to children's care and learning.

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

Children's welfare is well promoted through many positive practices in their daily routine. They enjoy the relaxed social occasion as they sit together with staff and enjoy eating healthy meals and snacks. Children choose their own snacks, while older children confidently serve their own meals at lunchtime and pour their own drinks throughout the day. Staff talk to younger children about the foods they are eating and older children talk about how fruit is good for them, showing their awareness of healthy eating. Children learn the importance of good personal hygiene, washing their hands at appropriate times and brushing their teeth after lunch. Children learn how to keep safe, as staff gently remind the younger ones of safety rules, such as not to walk around with their toothbrush in their mouth. Care is taken to teach children how to prevent accidents when using equipment, such as scissors. Children have good opportunities to enjoy fresh air and exercise; for example, they participate in regular outings to the library or local shops. They also enjoy free-flow play and use a variety of wheeled toys and climbing apparatus in the outside play area, developing their physical skills.

Children's behaviour is exemplary. Even the babies are encouraged to make a positive contribution, through well-planned activities that relate to charity events. They enjoy helping to tidy away toys. Children are very friendly, chatty and sociable, mix and play well together. Older children listen to instructions and carefully carry these out successfully. For example, a member of staff talks to a three-year-old about sharing and asks if they can be 'caring sharing'. The child then gives another child a turn using a toy, and is highly praised. This positive approach is supported by an effective 'buddy' system helping younger children develop positive attitudes to learning. Additionally, older children are proud to act as responsible role models, enabling them to develop excellent skills for the future. Children benefit from a stimulating learning environment with displays of their creative work along with photos and information for parents, throughout the nursery. Staff show an excellent understanding of the early learning goals and make consistent assessments of children's progress. They use assessments to aid future planning so that activities offered reflect children's learning needs and abilities. Staff also complete regular reports of children's progress that are shared with parents and reflect all areas of learning; these are supported by photos and samples of children's work which are linked to the expectations of the early learning goals. This information is used to plan for the individual learning needs of

all children.

Children show high levels of enjoyment at the nursery and are eager to participate in the broad and varied range of activities provided. These include babies playing with interactive toys, toddlers building with construction toys and older children exploring the sand. Children have excellent opportunities to achieve and develop their skills for the future as staff meticulously plan activities to reflect children's individual interests and abilities; this enables them to extend their skills in all areas of learning. For example, outings to the library to choose books and an outing to a local museum are introduced as a result of a child's keen interest in 'planets'. Staff use these experiences to extend children's learning across a number of areas. Children enjoy purposeful play throughout the day with adult-led focussed activities planned into the daily routine. Babies and children show a strong sense of belonging and have formed secure attachments to their peers and key persons. Children display extremely high levels of confidence and self-esteem. Children show curiosity and are inquisitive and active learners as they confidently explore their stimulating environment. For example, they look at the numbers on the dial as they weigh pebbles, and count independently during every day routines. Younger children have fun as they use a range of electronic toys and resources, which develops their interest in technology. Older children enjoy using the computer and show good technology skills. They know how to switch the computer on, adjust the volume and use the mouse to operate simple programs. They identify errors they make and use their skills to correct these, demonstrating good problem solving skills. Children thrive in this welcoming and generally inclusive environment and thoroughly enjoy their time at the setting.

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	1
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	1
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	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