

Newstead Children's Centre

Inspection report for early years provision

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Inspection date	14/05/2012
Inspector	Naomi Brown

Setting address	Newstead Childrens Centre, Fallows Close, East Finchley, London, N2 8LG
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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

Newstead Children's Centre first opened in 1995 and is part of a children's centre. It is located in purpose-built premises in East Finchley in the London Borough of Barnet and is run by the local authority. It is open from 8am to 6pm for approximately 48 weeks a year. Children attend for a variety of sessions.

The centre is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. It is registered to care for a maximum of 32 children under eight at any one time. There are currently 32 children in the early years age range on roll. The centre offers free nursery education for children aged two, three and four years. It supports a number of children with special educational needs and/or disabilities and those who are learning English as an additional language.

There are seven members of staff working with the children including a nursery teacher. All have relevant qualifications. There are also various staff employed that do not work directly with the children.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children thrive in a stimulating and inclusive environment where they are very safe, secure and happy. They make excellent progress because staff plan an extensive and challenging range of activities. There is a very strong emphasis on identifying individual children's needs and enabling them to develop as independent, confident learners. Staff work highly effectively with parents and other professionals to support each child in reaching their full potential. Staff and management share a very clear vision for the future of the setting and have an excellent capacity for continuous improvement. Overall, self-evaluation systems are highly effective.

What steps need to be taken to improve provision further?

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

- reviewing and continually developing the systems for self-evaluation in order to maintain exemplary practice

The effectiveness of leadership and management of the early years provision

The centre has highly effective procedures for safeguarding children. Staff successfully implement an extensive range of policies, procedures and attend training to keep their safeguarding knowledge up-to-date. Staff are meticulous in their approach towards protecting children in their care. All staff are thoroughly aware of how to record and report concerns about children in their care. Robust recruitment and vetting procedures help to ensure that staff are suitable to work with children. Children's welfare needs are paramount across all areas of the provision.

The management team has established excellent links with other professionals involved in children's care. All children, especially those who require additional help, are thoroughly supported by seamless inter-agency working. As a result children receive superb continuity of care and are supported very effectively in their learning, development and welfare. The centre is highly committed to working in partnership with parents. Staff have developed exceptional relationships with parents, who speak very positively about every aspect of care offered to their children. Parents' needs are fully considered and many are involved in planning major aspects of the daily routine. Children have a myriad of opportunities to voice their feelings about their setting. Staff have set up a children's committee that enables all children to voice their valuable contributions and the provision is fully responsive to their needs.

Children thoroughly enjoy playing with an enticing range of toys and equipment. Resources are thoughtfully organised so that children can choose what they want to do and initiate their own play in all six areas of learning. A well-stocked, cosy book corner, craft table and a play jungle inspire and offer children many opportunities to lose themselves in a world of imaginary play. Children are fully independent learners. When staff set up the room for free play sessions they leave one table empty. All children are able to design activities to take place here, demonstrating that their choices are highly valued.

Every member of staff is highly committed to making every child and their family feel valued and welcomed. All staff display a very positive attitude towards promoting equality and diversity. They provide a range of highly stimulating activities that offer children positive images of their own cultures and religions and those of others. Staff are exceptionally sensitive to the needs of children with special educational needs and/or disabilities and this means that all children feel entirely included and supported. There are rigorous systems for self-evaluation and the views of staff, parents and children are all fully considered and valued. Staff are skilled at identifying key areas for improvement and recognising their strengths. The continual review of self-evaluation in order to maintain the exemplary practice of the nursery is an area for on-going development.

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

All children are making rapid progress in relation to their starting points and stages of development. Staff plan a highly personalised curriculum for each child and activities are clearly based on their observations of individual children. Free-flow play between indoor and outdoor play areas and a flexible staff team enable children to make highly productive use of all available space. For example children play a lively game with toy dinosaurs, making them a home in a large plastic box. They gather blossom, leaves and twigs from the garden and furnish the dinosaur house with them. They feed some of the vegetation to the dinosaurs which prompt staff to introduce new words and concepts to them, such as 'herbivore'. Staff support is very well judged so that children are able to explore their own ideas to their full conclusion while staff gently suggest new ideas to extend challenges. As a result, children are incredibly confident learners who make excellent progress both independently and through playing with their friends. Children are confident learners who make excellent progress in all areas of learning and rapidly develop a wide range of skills for the future.

Children show a very strong sense of security, feel safe and show an excellent understanding of safety issues. They are able to take much responsibility for their own safety and learn how to hold scissors correctly and keep the floors free of hazards through strong routines. All children benefit from the nurturing settling-in procedures. Staff visit families in their own homes, invite the whole family into the setting and thoroughly consider all of their needs. This has a highly positive effect on children's sense of belonging and attachment to their friends and the staff team. As a result, they behave extremely well.

Diversity is threaded through every area of the provision. Staff provide extensive resources that enable children to value differences, such as small world play, books from around the world, dolls and puppets. Posters depicting positive images are in abundance and children learn about the wider world through planned themes and regular celebrations. Children learning English as an additional language are supported exceptionally well. Staff read dual language books during story time so that children can recognise the same word in different languages. All children are encouraged to think and participate in group story time. When they are asked to suggest why ice cream might help someone who has eaten a chilli, they confidently suggest answers and are warmly praised for their efforts.

Children develop an exceptional responsibility for their personal care through very clear routines. They are highly independent during mealtimes. They enjoy a wide range of delicious, healthy food. They help themselves to second and third helpings with gusto, discussing how much they are enjoying their meal. All children, even younger ones, use cutlery with great skill and are highly independent as they are carefully supported by staff. Children confidently go to the bathroom by themselves and know why they need to wash their hands following a visit to the toilet. Children enjoy fresh air and exercise daily as they use the outdoor environment freely all year round.

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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Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are:	Met
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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