

# World Of Children

Inspection report for early years provision

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**Unique reference number**

EY437096

**Inspection date**

21/05/2012

**Inspector**

Victoria Vasiliadis

**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**

The nursery re-registered in 2011 but opened in 2012. It is based within the Log Cabin Children's Centre in Northfields, in the London Borough of Ealing. There is one large main playroom which the nursery has access to. The nursery operates for 51 weeks of the year, closing for a week at Christmas. The nursery operates from 7.30am to 6.30pm on a daily basis. The children attend a variety of sessions throughout the course of the day. The nursery is registered to care for 40 children under eight years, with no more than 34 children in the early years age group. There are currently 75 on roll, of which, 50 children are in the early years age range. The nursery is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register. The nursery is in receipt of free early education for children aged two, three and four years. Children with special educational needs and/or disabilities attend, along with a number of children learning English as an additional language. There are eight staff employed to work directly with the children, including the Registered Person/Manager. Six staff hold appropriate early years qualifications.

## **The overall effectiveness of the early years provision**

Overall the quality of the provision is good.

Children make good progress in their learning and development, overall. They use a broad range of good quality resources, and make good use of the outdoor area. There are effective systems in place to work with parents and others. This helps to ensure that the individual needs of all children are generally well met. Children learn about the society they live in, as the nursery actively promotes equality and diversity. The setting demonstrates a good capacity to improve and they are committed to further improving outcomes for children.

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

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

- consistently respond to children's feelings and behaviour whilst ensuring that routines and schedules flow with the child's needs
- help children to clarify ideas and ask open questions which support and extend their thinking and help them make connections in their learning.

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

The setting is well-organised and appropriate action is taken to provide children with a safe and secure environment. For example, the designated health and safety person conducts daily checks on the premises, and appropriate risk assessment records are in place. Practitioners are well deployed, which helps to ensure routines run smoothly and children given good support at their chosen activities. Clear recruitment and vetting procedures are implemented. Practitioners are clear of the procedures to follow should they have safeguarding concerns. In addition, practitioners monitor visitors to the setting, who are required to sign in using the visitors' log. All records required for the safe and efficient management of the setting are in place.

There are good systems to promote partnership working with parents. Notice boards provide parents with information about the Early Years Foundation Stage framework and some key policies and procedures. Each child has their own personal developmental record, which clearly shows how they are making progress. Parents are able to look through their child's folder at any time. Practitioners talk to parents at the beginning and end of each session, in order to keep them informed of children's achievements. Parents are very positive in their feedback and are confident that their children are safe and well cared for. Others say their children are happy and excited to attend. The setting continues to try to develop links with some of the local schools. For example, they make contact by email in order to try to share information. Some schools are yet to reciprocate, but staff continue to follow this up with them. In order to help children with the transition process, they take children for walks to the schools that they will attend. The setting also uses newsletters from nurseries and schools to follow through with some of their themes, in order to complement children's learning.

The setting demonstrates a commitment to promoting sustainability. For example, the environment is well organised, and toys, equipment and resources are of good quality and fit for purpose. In addition, children begin to learn about recycling, as they reuse food packaging in their creative area. Children develop an understanding of equality and diversity, through the discussions and activities they engage in. The setting acknowledges a selection of festivals and special days. For example, St. Georges Day, Chinese New Year and World Food Day where children sample some dishes from around the world. In addition, the setting supports children learning English as an additional language. For example, many of the practitioners are bilingual and are able to comfort children in their home languages when they are upset. As a result, children feel included and valued. Practitioners work well together and there is a common sense of purpose between them. This helps to ensure that all children have the opportunity to learn and to reach their full potential. The management team successfully monitor the effectiveness of the setting. They work with their local authority advisor and take on board any recommendations they raise. The setting plans to conduct peer observations, to assess practice and levels of engagement. Practitioners are encouraged to attend regular training, provided in-house or through their local authority. The management team also support practitioners to continue to develop their

professional qualifications. As a result, they develop their skills and knowledge, which impacts positively on their ability to improve outcomes for children. Consequently, the setting demonstrates a good capacity to improve.

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

Children enjoy regular fresh air and exercise. The outdoor area is well organised which enables children to extend their skills. For example, they enjoy riding the tricycles, digging the earth and looking for worms. The children learn about healthy eating through discussion. For example, practitioners talk to children about the benefits of eating fruit. Children are secure and develop a sense of belonging. They are beginning to demonstrate an understanding of how to stay safe. For example, practitioners remind children to use their 'walking feet' whilst indoors. Children also learn what to do in the event of an emergency as fire drills are practised regularly.

Children make good progress in their learning and development. They are able to access a stimulating and welcoming environment, which reflects their backgrounds and wider community. For example, resources, dual language books and visual images reflect diversity. Practitioners are fully aware of children's home backgrounds, additional needs and home languages. However, at times, the routine of the day does not always fully support children's needs. Children are able to make choices in their play, as resources are easily accessible and stored at low-level. In addition, there is free-flow play between the indoors and outdoors, with a balance of adult-led and child-led activities. Practitioners foster children's interests and extend their play. For example, children dress up as animals and practitioners help children to make dens for themselves and the soft animals. Children are able to access an environment that supports their understanding that print carries meaning. They enjoy looking at books on their own or listening to stories read by adults. In addition, children see different language scripts displayed in the setting.

Children enjoy engaging in conversations with their peers and adults. They talk about what they eat at snack time and their lives at home. Practitioners support children's language skills as they pose open-ended questions, which help children to think for themselves. For example, there are discussions about what children will put on their barbecues that they make in the garden. However, at times, some practitioners miss opportunities to develop children's language skills further. Children are able to access a good selection of resources that enable them to practise their early mark making skills. For example, they make marks on the chalkboards and some children begin to form letters using pens and pencils. Children actively explore and take delight in playing with the resources available to them. For example, they enjoy pouring and transferring sand and water from one container to another. They also investigate how things work as they use programmable toys. Practitioners support children's problem solving and numeracy skills as they count everyday objects and encourage them to construct models using different sized bricks and explore shape and size.



## 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>	2
The capacity of the provision to maintain continuous improvement	2

### 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>	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	2
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

<b>Outcomes for children in the Early Years Foundation Stage</b>	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	2
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
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The provider confirms that the requirements of the voluntary part of the Childcare Register are:	Met
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