

Clare Gardens Children's Centre

Inspection report for early years provision

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Inspector

Carol Cox

Setting address

349 Westbourne Park Road, London, W11 1EG

Telephone number

0207 727 2725

Email

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

Clare Gardens Children's Centre nursery registered in 1974. The nursery is run by the Local Authority. It is based in a single storey building in Notting Hill, in the London Borough of Kensington and Chelsea. There are three enclosed outdoor play areas.

The nursery is registered on the Early Years Register and may provide care for a maximum of 47 children under eight years at any one time. There are currently 63 children from under one year to five years on roll. The nursery receives funding for the provision of free education for children aged three and four years. The nursery supports a number of children with special educational needs and/or disabilities. A number of children speak English as an additional language. Children attend a variety of sessions. The nursery serves children and families from a wide geographical area. The nursery opens each weekday from 8am to 6pm for 51 weeks of the year. The nursery is also registered on the voluntary and compulsory parts of the childcare Register and may offer care to older children. The nursery employs 14 staff who all hold appropriate early years qualifications. There is a nursery cook and assistant and a business support officer.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

Children enjoy a very high level of care and make excellent progress in relation to their starting points. Staff are experienced, very skilful and work extremely closely with parents to identify and meet the individual needs of each child. The nursery reflects the cultural, linguistic and home backgrounds of children to fully promote their self-esteem. The manager and her staff are strongly committed to ensuring excellent learning opportunities overall for every child. The nursery has built strong links with families, other services and the local community. A detailed and well-evidenced self-evaluation ensures that areas for development are identified and actions taken. The nursery demonstrates excellent capacity for continuous improvement.

What steps need to be taken to improve provision further?

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

- enhancing the outdoor area to strengthen children's opportunities to explore and investigate the natural world.

The effectiveness of leadership and management of the early years provision

The nursery implements exemplary procedures to safeguard children. All staff have a comprehensive awareness of safeguarding issues and their practice is regularly reinforced with training. The comprehensive policies and procedures are shared with parents and other carers to aid their understanding of the nursery's responsibilities for child protection. There are rigorous procedures in place when recruiting new staff to ensure they are able to contribute fully to the high standards expected. Staff are very well supported through regular supervision, an appraisal system and regular training opportunities. All visitors to the nursery are asked to provide identity and their visits are recorded. There are very effective systems in place to ensure children's continuing safety; robust risk assessments are made of every aspect of nursery life and innovative systems put into place. For example, a photograph or detailed description of each child and their clothing is recorded before each outing to aid investigation in case a child gets lost. The nursery reviews the accident records monthly and makes amendments to the risk assessments accordingly. The manager is vigilant in ensuring high ratios of staff are employed at all times to meet the needs of children.

The environment is bright and interesting offering children easy access to outside play spaces. It has dedicated some areas for specific use, for example, the sensory room and the computer suite. Resources throughout the nursery are of a high standard and reflect the lives and backgrounds of children attending and the local and wider community. Thus children are free to make choices and support their free play with challenging and interesting toys, books and materials. The whole learning environment contributes significantly to children making excellent progress in relation to their starting points. Staff are highly knowledgeable about individual children's lives and needs. They are committed to promoting equality of opportunity for all. Children delight in hearing their home languages spoken by staff in everyday activities. For example, when naming shapes and colours children respond in English, French, Spanish and sign language.

Partnerships with parents are very highly valued. They contribute their knowledge of children's achievements and interests at home and work closely with key persons to promote consistent care and learning. The manager and her staff involve parents in evaluating the nursery and sitting as representatives on the advisory committee. Parents speak glowingly of the great contribution the nursery makes in supporting their families. One parent describes the staff as becoming 'part of my extended family'. The nursery displays children's comments about what they enjoy about nursery alongside their photographs and paintings. Staff who can often offer feedback in home languages further facilitate continual dialogue with parents. The nursery shares records of children's achievements with parents and encourages them to offer their own observations. Specialist activities or practitioners are sourced when children need extra support. For example, a music therapist has been working with a number of children to nurture their confidence in groups. The system for self-evaluation involves staff, children, their parents and the local community and is highly effective in identifying areas for development which are actioned to the benefit of children. Through continuing staff

development, a shared ethos and forward thinking management, the nursery offers an exceptional service for children and demonstrates excellent capacity for continuous improvement.

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

Children thoroughly enjoy their time at the nursery. They settle very quickly and eagerly seek out friends and favourite activities. They make excellent progress in relation to their starting points because staff have a comprehensive understanding of how children learn through play. The effective system of planning for learning is based on observations of children's achievements and interests. Key persons use these observations to identify children's next steps and plan a well balanced programme of focused activities and opportunities for child-initiated learning. For example, one group of children share their snack time with staff who have been guided by a speech and language therapist. The focused activity is for each child to take a turn choosing and naming their favourite fruit. When a member of staff notices a child squeezing an orange segment to make juice she helps him describe his actions in signs and speech. The child is delighted to express himself and then hurries off to wash his sticky hands. Another group of children sit to discuss the weather and date. They describe the weather and notice that today is sunny but yesterday was raining. Some children enjoy naming sophisticated shapes such as pentagons and hexagons commenting that they look like stars, they count the points and find the written words. In their garden children enjoy digging and growing vegetables and herbs and develop their knowledge about life cycles and the natural world. However, this area is not yet fully developed to strengthen children's exploration and investigation of the natural world. Staff take children to the local library to enjoy story time and learn to cross roads safely on their walk. As the nursery operates a free flow system children continually move inside and out. They take activities outside combining their creative role play with physical skills as they 'go shopping' on their bicycles. The nursery cares for children from a wide diversity of cultural backgrounds and acknowledges and celebrates festivals from many cultures. Through such excellent and well informed care children develop a love of exploration and learning and develop first rate skills to support their future learning.

Children are encouraged to learn about safety issues through simple routines and gentle reminders from staff. They are reminded to consider others when pedalling hectically around and older children begin to help younger children when climbing the steps to the slide. Physical challenge is encouraged with staff standing by to help but letting children extend their skills as they wish. For example, toddlers attempt to climb simple steps in the garden and beam happily when they land safely on the other side! The nursery promotes healthy eating and children develop a sense of their own physical needs when serving themselves at lunch time or stopping for a drink of water after a hectic game. Children take a pride in their self help skills and soon learn when and why they should wash their hands. Nappy changing is done with due care and attention to preventing cross contamination and babies and young children enjoy a quiet time when snuggling down for a nap.

Menus offer a wide range of freshly cooked meals designed to provide good nutrition and encourage children to try new foods. All dietary and health needs are carefully documented and displayed in the milk kitchen. Children sit in family groups to eat and benefit from the good examples of older children. Younger children enjoy the support they need and all chat sociably as they sit together. Children behave very well, being considerate of others and demonstrating good manners. Staff use role modelling and positive encouragement and help children learn how their behaviour may impact on others. Through celebrating festivals and customs of others and enjoying the wide range of resources from around the world, children begin to confirm their own identities and enjoy their differences. Children develop very well in all areas in this caring and nurturing environment which is both challenging and reassuring.

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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