

Snowberry Children's Centre

Inspection report for early years provision

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Inspection date	19/06/2012
Inspector	S Campbell
Setting address	1 Snowberry Close, London, E15 2AH
Telephone number	020 8534 3683
Email	vanessa.annear@walthamforest.gov.uk
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

Snowberry Children's Centre registered in 1992 and is managed by the London Borough of Waltham Forest. There are four play rooms and all children share access to an enclosed, outdoor, play area. The setting is open from 8am to 6pm on weekdays for 48 weeks of the year.

The setting is registered on the Early Years Register and on the compulsory and voluntary parts of the Childcare Register. A maximum of 57 children in the early years age group may attend the setting at any one time; of these, nine may be under two years. There are currently 68 children from 10 months to under five years on roll. The setting is in receipt for funding for the provision of free early education for children aged two, three and four years. The children attend a variety of sessions and the setting serves a number of neighbouring boroughs. The setting currently supports children learning English as an additional language and children with special educational needs and/ or disabilities.

The setting employs 15 members of staff. Most staff, including management, hold appropriate early years qualifications at level 2 or 3. There is also a teacher for the children who are in receipt of free early nursery education. Two members of staff are currently working towards a higher childcare qualification.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children make good progress in their learning because, overall, staff effectively plan activities to meet all children's individual needs and interests. Parents are encouraged to contribute to children's ongoing assessments and planning by providing information about children's interests gained at home. Overall, this effectively promotes good partnerships. In addition, links with external agencies have been effectively developed to promote continuity of care and learning. Effective steps have been taken to address recommendations made at the last inspection. Through a developing culture of reflective practice, the setting demonstrates a good capacity to maintain continuous improvement.

What steps need to be taken to improve provision further?

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

- extend systems for monitoring and evaluating practice to identify the setting's strengths and priorities for development, with particular regard to seeking the views of parents and children

- extend children's positive sense of their own identity and culture, and other people's cultures, in order to understand and celebrate the similarities and differences between them in a diverse society

The effectiveness of leadership and management of the early years provision

Children's welfare is effectively promoted because staff have a good understanding of child protection issues, procedures and their role in safeguarding. However, the provider failed to notify Ofsted of a change to the person who is managing the early years provision. It is a legal requirement to do so. On this occasion Ofsted does not intend to take any further action. Relevant documentation is in place, well maintained and readily available for inspection. There are effective, vetting procedures in place to help check that children are cared for by suitable staff. In addition, most staff hold current first aid certificates, enabling them to give first aid should children sustain a minor injury. Children are cared for a safe and secure environment. Staff undertake daily, risk assessments of areas used by children to further promote their well-being.

Children benefit from the care of a team of staff who work well together. In addition, key persons effectively support children with special educational needs. They work well in partnership with parents and external agencies to regularly set and review learning targets. This effectively promotes equality and diversity for children and their families. Staff establish good relationships with parents, who speak positively about care and service provided which contribute to the welcoming, friendly environment. Parents are kept well informed of children's progress through a range of media. For example, methods include discussions, daily feedback sheets and the sharing of children's learning journey at review meetings. An effective procedure is in place for making links with children's chosen schools, which supports their transitions. The setting informally uses the Quilt Quality Assurance alongside use of Ofsted's self-evaluation as tools for reflective practice. Subsequently, they are working towards developing a quiet area outdoors. This promotes positive outcomes for all children. However, parents and children are not fully included in the processes for ongoing self-evaluation.

There are good, visual displays and toys available that reflect positive images. Children are able to try different foods when taking part in some festivals, for example, noodles, Asian sweets and samosas. A significant number of flags from around the world are displayed in older children's room, including a photo of children indicating where they originate. This means children are able to effectively share information about their cultural heritage with staff and their friends. However, the range of activities and celebrations does not always promote children's cultures to further strengthen their sense of identity and pride. Children have access to a good range of resources to support their learning and development. They are able to make choices about their play because toys are stored at their level. Children are interested in the toys offer because these effectively match their ages and stages of development.

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

Children make good progress towards the early learning goals because staff have a good understanding of the Early Years Foundation Stage. Babies form positive relationships with staff and, as a result, they are well settled. Babies happily babble throughout the day and staff consistently respond to their early communication skills to effectively promote language development. Children benefit from taking part in nursery rhymes and action songs, which further promote both their language development and physical skills. They enjoy singing rhymes with staff, for example, 'The wheels on the bus', and they excitedly respond by clapping their hands. All children's independent skills are effectively promoted through everyday routines. Older children are encouraged to serve themselves and clear away at mealtimes. They play harmoniously together with their friends and spontaneously compliment each other by saying, 'I love your [sun] glasses.' Children are well behaved and benefit from consistent praise and encouragement.

While engaging in a shaving foam activity, children explore their senses and experiment by including other materials, for example, glitter and pink sand. Children benefit from mark making as they trail their fingers through the foam. Staff effectively extend children's learning by writing the first letter of their name, and their friend's, in the foam. There are good opportunities for children to develop early mathematical skills. They access a varied range of resources, for example, electronic tills, tape measure, scales and egg timers. Children also enjoy measuring their friends and using a height chart to observe variations in size. Their skills in using everyday technology are further promoted because they enjoy taking photographs of their friends to display on the height chart. Older children take turns to take 'Brown Bear' home. This encourages children to share and recall their home experiences, photographs and activities at group time.

In partnership with parents, staff gather detailed information about children's starting points enabling children to effectively build on what they already know. Use of thorough observation and assessment records with photographs and artwork enables practitioners to effectively track children's learning journeys. Effective planning enables children to learn through a balanced range of adult-led and free play activities. Planned outdoor activities include a varied range of worthwhile experiences, for example, growing activities so children gain an understanding of features of living things.

Through thoughtful planning of topics, children learn the importance of healthy eating, self-care and hygiene. Children grow cress seeds and take part in discussions about favourite, summer foods. Subsequently, children talk about putting cress on their salad and having cheese and lettuce sandwiches at the Jubilee party. Children's good health is further promoted because they receive

healthy, balanced and nutritious meals. The setting also provides alternatives to meet children's specific dietary requirements. Children are encouraged to wash their hands and staff follow good hygiene practices which effectively reduce the spread of cross infection. Children generally have free access to outdoor activities weather permitting to support their learning and development. Younger children enjoy playing on ride-on toys and kicking balls back and forth to staff and their friends. All children regularly visit the local park to see the ducks and play on large equipment, including swings and slides, to effectively promote their good health and well-being. Children develop a good understanding of keeping themselves safe through the undertaking of regular, evacuation drills.

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	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

Outcomes for children in the Early Years Foundation Stage	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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