

Newpark Childcare Centre

Inspection report for early years provision

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Inspection date

18/06/2012

Inspector

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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

Newpark Childcare Centre is one of three settings run by Newpark Childcare. The nursery was registered in 2004. It operates from a refurbished church hall in the Barbican next to St Giles Church. The nursery consists of one large room, one small room, kitchen, changing area and toilets.

The nursery is open each weekday from 7am to 7pm all year round. A maximum of 26 children may attend the nursery at any one time. There are currently 34 children on roll. The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The nursery is funded to provide free early education for three- and four-year-olds. The nursery follows the Montessori teaching methods with the pre-school children. The nursery supports children with special educational needs and/or disabilities and children who speak English as an additional language. The nursery employs nine members of staff. All staff hold appropriate early years qualifications to at least level three.

The overall effectiveness of the early years provision

Overall the quality of the provision is outstanding.

The nursery has an inclusive approach and all children are extremely well settled and very content. A highly efficient system is in place for observing, assessing and planning for children's learning and development therefore, children make excellent progress. The children benefit from highly positive partnerships between staff, parents and carers and the nursery has extensive links with other professionals supporting the children. Overall, continual self-evaluation by the staff and management is extremely effective and ensures that priorities for development are acted upon. This results in a setting that responds to everyone's needs effectively and demonstrates a high capacity to maintain 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:

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

The effectiveness of leadership and management of the early years provision

The nursery has extensive safeguarding procedures in place should they have a concern about a child. Children regularly practise the fire evacuation procedure which means that they are able to learn how to protect themselves in the event of a fire. This is especially important as the nursery is situated in the basement of the church hall. Staff carry out extensive risk assessments and thorough daily checks. This enables staff to ensure that the nursery is entirely safe for children. A comprehensive range of policies, procedures and child records that are required for the safe and efficient management of the setting are maintained. These are reviewed regularly which enables the nursery to ensure that they reflect current legislation. Children's good health and well-being is superbly promoted through the nursery's commitment to hygiene routines and the staff's meticulous attention to detail. This ensures that the nursery takes all steps to prevent the risk of infection.

The continual review of self-evaluation in order to maintain the exemplary practice of the nursery is an area for on-going development. This means that the nursery is continually responding to its users' current and future needs. Children benefit from a rich and vibrant range of natural and sensory resources which are easily accessible from the low-level shelves and baskets all around the nursery. Children's individual needs are extremely well met through the rich and highly stimulating environment, which offers limitless opportunities for explorative and investigative play. They are encouraged to be respectful of others and older children demonstrate a clear understanding of the younger children's needs. This provides a nurturing and enriching environment in which the children develop an exceptional understanding of considering others feelings and their environment.

The nursery has formed highly impressive partnerships with the parents and carers. Parents are fully informed of their children's progress through the meticulously detailed guidebooks. This enables parents to keep up to date with their children's learning and development achievements. Parents are encouraged to add comments and their own photographs to the guidebook, which builds a detailed picture of each child's development. Innovative and exciting DVDs are created for each child's birthday; this provides parents with an insight into their children's time at nursery and allows them to see their children enjoying the nursery. Parents are very complimentary about the DVDs and comment that they really enjoy sharing these with their children. Parents are encouraged to become involved fully in the nursery as they attend parents' evenings and are encouraged to share their cultures with the children through special celebrations. The nursery has developed excellent links with other professionals, such as early years advisors, local schools and physiotherapists. This allows staff to seek support and advice and work closely in partnership with them to meet children's individual learning and developmental needs.

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

Children experience a well-planned and extensive settling in process to help ensure their transition into the nursery's care is smooth. Therefore, children display a very strong sense of belonging and are clearly very happy and settled. Staff observe each child when they start at the nursery which enables them to identify any additional needs early. This enables staff to provide excellent support to help children to make outstanding progress from their starting points. Staff use their comprehensive knowledge of the Early Years Foundation Stage to support children's learning and development. Highly effective systems are in place for observing and planning to support children's progress towards the early learning goals.

Children are encouraged to lead exceptionally healthy lifestyles through the exciting range of healthy snacks, such as fruit, crackers and breadsticks. Fresh drinking water is available at all times to help ensure that the children do not become thirsty. Excellent home cooked meals prepared by the qualified chef, introduce the children to a wide range of cultures and tastes. They enjoy meals such as vegetarian sausages; herb flavoured mashed potato and Mediterranean vegetables in a tomato sauce. Children's independence is highly promoted as they lay the table, serve their own food and return their plates once they have finished. Children are further encouraged to be as independent as possible. They try to complete simple tasks such as putting on their coats and shoes for themselves before requesting help if required, Children are able to self-select equipment from the abundant range of natural resources easily accessible from the low level shelves and baskets. Daily exercises enable staff to demonstrate to the children how to carry the equipment and resources available in the nursery. Children develop exceptional manners and courtesies modelled superbly by staff. Children are invited to wash their hands before food and are asked by staff before they join in with their play. The children in turn are extremely well behaved and polite to each other and the staff.

The nursery does not have an outside garden. However the staff ensure that the children have daily exercise and fresh air by taking them to the local park, which promotes their good health and well-being. The children also visit the local library for story time. They enjoy visiting the local museum, which often provides child-friendly experiences for the children to learn about their environment, cultures and the past. The Montessori approach makes full use of natural resources and interacting with their environment. Children flourish in this supportive environment. Staff constantly praise the children as they play and explore the resources, which are designed to prepare children for later life. Practical life trays allow children to learn basic skills, which alongside other exciting experiences mean they develop excellent skills for the future. Children practise skills such as control when pouring dried beans from one jug to another, or opening a range of boxes using their fine motor skills. An exciting and stimulating range of numeracy equipment encourages children to develop their counting and awareness of numbers through number rods. Children independently solve numeracy problems by matching the number

rods to equal ten. Children develop a rich understanding of the world around them through celebrating different customs and cultures. Staff dress up in their traditional costumes, bring in pictures and other resources, which allows children to explore different cultures and customs. The cook provides food relating to the country they are learning about for the children to taste. An exciting range of supporting resources such as books, puzzles, objects and posters further promotes children's understanding of diversity.

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

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