

# Kilburn Grange Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	EY313122
<b>Inspection date</b>	20/06/2012
<b>Inspector</b>	Debbie Starr

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<b>Type of setting</b>	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**

Kilburn Grange Children's Centre opened in 2006 and is run by the London Borough of Camden. Kilburn Grange Children's Centre comprises of a day nursery, which is open each weekday for 48 weeks of the year, Monday to Friday from 8am to 6pm. The nursery class is open term time only with holiday provision. The centre provides a range of services, including a crche, family support and health services. The crche offers a maximum of 20 places to children within the early years age range and operates as required to support various adult groups that meet in the centre. All services are housed in a purpose-built building with self-contained outdoor play areas for the children.

The nursery is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. A maximum of 69 children may attend at any one time. There are currently 44 children on roll within the early years age group who attend. The nursery offers support to children with special educational needs and/or disabilities and those who speak English as an additional language. The nursery receives funding for the provision of free early education to children aged three and four years. The centre employs 18 staff who work directly with children in the nursery; and the manager and deputy manager, who are supernumerary, and five support staff. The majority of staff hold appropriate early years qualifications. One member of staff is a qualified early years teacher.

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

Overall the quality of the provision is good.

Staff's good knowledge and awareness of children's individual needs promotes and safeguards children's welfare overall. Children make good progress in their learning and development overall through effective assessment and planning. Exceedingly positive partnerships with parents and other agencies contribute highly effectively to improvements in children's achievements and development. The nursery demonstrates a strong capacity for continuous improvement through effective review and reflection of the provision that brings about good outcomes for children.

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

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

- increase displays of number and make better use of daily routines to promote children's mathematical understanding
- review procedures that safeguard children's health with regard to access to the baby room.

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

Robust arrangements ensure that all adults working within the centre undergo suitable vetting procedures. Effective induction, ongoing training and regular review by staff ensure that children are effectively safeguarded because staff have a good knowledge and understanding of child protection issues and reporting procedures within the nursery. Staff are vigilant in assessing risk and safeguarding children's welfare overall. This is well demonstrated through procedures such as ongoing assessment of risk and security arrangements on entering and within the premises. However, although staff working in the baby room wear indoor shoes, young children's health is not fully safeguarded as others entering this area wear their outside shoes. Required records are well maintained and shared with parents. Overall, children easily access an interesting and challenging range of good quality, well organized toys and resources, both inside and outside, which support their learning. Staff have a comprehensive knowledge of the wide range of individual children's backgrounds and needs. Activities and experiences through music, books, food and celebrations reflect the wide range of cultural backgrounds of children that attend, promote equality and embrace their diversity.

Highly positive partnerships between parents and staff significantly enhance children's experiences. Staff carry out home visits which help them find out about children's interests, welfare needs and developmental stages. This contributes effectively to their initial assessment of children's capabilities. Parents are frequently informed of their child's progress and development through informal discussion, regular reports, access to developmental profiles and frequent, planned meetings. Staff provide tailored guidance and information about precise ways parents can support their children's learning. The nursery makes extensive use of interpreters to support this exchange of information in parents' home languages. Parents are fully supported and encouraged to play an active role in their children's ongoing learning and development. For example, parents see clear displays that identify children's learning and how they can support this. They attend regular coffee mornings with a focused discussion and receive handouts on dental care, anti-gun play and behaviour management. Fathers attend a group at the week-end that promotes healthy lifestyles through outside play and cookery sessions. Parents are extremely complimentary about all aspects of the nursery. Staff form collaborative and highly effective links with an extensive range of other professionals and local primary schools. This promotes a truly shared approach to children's care and learning.

The nursery demonstrates a strong commitment to continuous improvement. This is achieved through ongoing review, reflection, and evaluation of the provision and children's learning. This includes all levels of management, staff, parents, children, and other professionals linked to the provision. The management team have a clear vision for the future and are confident about what the nursery needs to do to improve further. Future actions are well chosen and carefully planned so that the impact is evident and brings about good outcomes for children.

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

Children of all ages form strong attachments with staff and are at ease and secure within the nursery. Close working with parents ensures that routines for babies and young children are consistent with their home lives. Staff make high quality observations which they use to assess children's progress. They use this information very effectively to guide the planning of activities which are responsive to children's interests and individual learning needs. As a result, children make very good progress overall. Most staff make good use of open-ended questioning to encourage children to develop and express their own ideas. Children work cooperatively together as they work out how to move objects along a tube using water pressure. They demonstrate perseverance as they work out how to use tubing to blow bubbles then use a funnel to pass water through it.

Children demonstrate a good understanding of number when singing songs and counting objects, when engaged in purposeful activities with staff, who, overall, support them well. However, limited displays of number throughout the nursery and inconsistent encouragement with older children to develop problem solving and number skills during daily routines offers few opportunities for children to develop their mathematical understanding.

Throughout the nursery children initiate activities, explore and express themselves using the wide range of materials and resources available. Water play with baby dolls effectively promotes babies positive interactions with others and emerging language. Staff support this well through good eye contact and use of appropriate words to support participation. Toddler's learning is supported well. They explore textures, observe patterns, develop mark-making skills and start to recognise letters and number as they look at sea shells, mix sand and water, make marks in different directions using their fingers in the sand and look at letters and number on stones. Children throughout the nursery enjoy looking at books, especially in recently created quiet areas. Children demonstrate good skills for the future as they competently access different information and communication programmes and create pictures using different colours.

Children develop a good understanding of the importance of healthy lifestyles. They demonstrate high levels of independence as they spontaneously follow and understand the reasons for good hygiene routines. They drink when thirsty and enjoy nutritious balanced snacks and meals. Children have the opportunity to develop their physical skills using challenging equipment throughout the day. Weekly movement sessions support children's awareness of their own bodies. Most children display a good awareness of safety issues and recognise and understand how to keep themselves safe. Visits by the local police and fire brigade support this, alongside occasional practise of the evacuation procedures. Some children develop these skills further during 'Forest School' sessions. Consistent and frequent guidance by most staff and effective use of props support most children to manage their own behaviour. For example, large soft toys promote tidying and sharing, children spontaneously select sand timers to help them share, and are encouraged to use hand signs to stop unwanted behaviour from others. Staff provide positive and enabling role models. As a result, most children's behaviour is good.

## 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	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	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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