

Tweeddale Children's Centre

Inspection report for early years provision

Unique reference number EY307844
Inspection date 25/06/2012
Inspector Jennifer Beckles

Setting address Tweeddale Primary School, Tweeddale Road, Carshalton,
Surrey, SM5 1SW
Telephone number 0208 404 1640
Email tweeddalechildrenscentre@sutton.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

Tweeddale Children's Centre opened in October 2005. It is registered to provide care for no more than 80 children up to the age of eight years of age, no more than 12 of whom may be under two years of age. The nursery operates from two rooms within a purpose built building situated on the site of Tweeddale Primary School, in Carshalton, Surrey. There is a secure outside play area. The out of school club and holiday playscheme operates from two rooms within the same building. It also has a secure outside play area. All groups have access to a sensory room and large soft play room.

The nursery provides term time only day care from 9am to 3.30pm for children aged two to five years. The out of school provision consists of a holiday play scheme and after school club which caters for children aged from four to 11 years of age. The out of school club operates from 7.45am to 8.45am and 3.30pm to 5.45pm and the holiday playscheme operates from 7.45am to 5.45pm. There are currently 55 children within the early years range on roll at the nursery. The nursery is in receipt of funding for the provision of free early education for three- and four-year-olds. The setting supports children with special educational needs and/or disabilities and those who speak English as an additional language. The premises are fully equipped to care for children with disabilities.

There are a total of six permanent staff members at the nursery, all of whom are qualified. There are two permanent staff members at the out of school club with the remainder made up of temporary bank staff; half of the staff at the out of school club are qualified. The setting is supported by the assistant head teacher of Tweeddale Primary School and by the local authority early years consultant. The setting is registered on the Early Years Register and on both the compulsory and voluntary parts of the Childcare Register.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

Children are protected well in this secure and organised setting. Children make good progress in their learning, overall. There are very good partnerships with parents and others that support good outcomes for children. Staff reflect on their work and have good insight into the strengths and weaknesses of the provision and have identified relevant areas for development. The setting has good capacity to improve and promote 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:

- exploit further mathematical potential of the indoor and outdoor environments, for example, enabling children to discover things about numbers, counting and calculating through practical situations.

The effectiveness of leadership and management of the early years provision

Children's safety is a priority to this setting. For example, there are very secure entry systems to prevent intruder access. Staff are knowledgeable about safeguarding matters and implement a good range of policies and procedures to maintain the protection of children. A well-qualified and comprehensively vetted staff group provides care for children. All environments, both indoors and outdoors, and all resources, equipment and anything that a child may come into contact with are assessed for safety on a regular basis which supports children's safety further. The setting benefits from good design and facilities. The nursery and out of school club have their own individually landscaped gardens which are equipped with high quality apparatus to support the development of a range of physical skills. Inside, the nursery has designated areas for different types of play. For example, a large role play area is set up as a 'travel agents' and the out of school club has a separate room for creative activities, relaxation and computer work. Both groups have access to a stunning sensory room where children can develop their senses and skills, and they have access to a large soft play room for physical play.

Staff regularly reflect on the effectiveness of the provision on children's care and learning and make any necessary modifications. For instance, staff have changed the nursery's afternoon routine to meet the needs of the children more effectively. They have set realistic goals for the future, such as the development of community partnerships to enhance children's learning. Previous recommendations have been met and have led to, for instance, more consistent recording of accidents and incidents. Staff work effectively with parents so that they have opportunities to be involved in their child's care and learning. For example, the setting regularly meets with parents at coffee mornings to find out their views on the provision. This has led to several changes, including a change to the operational hours of the nursery. Staff celebrate children's success by finding out about their achievements at home through parents' notes on a 'Wow' board. This information is also used to inform planning for children. Parents' views are highly valued and questionnaires are sent to them to elicit their views. Results from the completed questionnaires indicate high levels of satisfaction and parents are very happy with the service offered. Staff keep parents informed of their child's progress by completing a child review form which is sent to parents periodically. The review form is based on information in each child's development file which consists of samples of work, detailed observations and goals achieved. Parents are also invited into the nursery to discuss their child's development with staff and have free access to their child's development file.

There are strong partnerships with others involved in children's care and learning. Onsite groups led by community health professionals are used well to support children's development, such as the 'Chatterbox' group to aid communication and

language skills. A range of community health professionals work closely with staff through regular visits to observe children where they offer advice, share information and support planning. There are strong links with teachers in the adjacent school who visit any children who are due to attend. They share information with staff and get to know the children which help children to settle well. Staff also visit the school with the children so that they become familiar with the classroom to enable a smooth transition. Staff promote inclusion and provide nurturing and sensitive care to any children who have special educational needs and/or disabilities. Children who are learning English as an additional language are supported appropriately. The strong partnerships with community health professionals and others help to enhance outcomes for children.

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

Children behave in safe ways. Staff encourage children to think about risks in situations so that children learn to use their environment safely. For example, as a child is about to walk up a slide in the garden a staff member asks 'What do you think might happen if you walk up the slide?'. The child then reasons that the idea is not safe. Children show awareness of the setting's ground rules, such as walking indoors. They handle tools sensibly as they take part in creative activities.

Children are enthusiastic about the 'Smiling for life' project which aims to teach children how to care for their teeth and gums. They learn tooth brushing skills as they brush away plaque from a giant mouth on an interactive whiteboard screen, and take part in role play by brushing teddies' teeth. Children make healthy choices at snack time and some know the benefits of eating well. One child says 'This cereal has got iron in it and that's good for your blood'. Children enjoy fresh air each day as they use the landscaped gardens that are designed for most weather conditions. They climb, run, jump, balance and move in different ways using a wide variety of large and small equipment. Children wash their hands at appropriate times, mostly without being reminded and use and dispose of tissues hygienically.

Children are happily engaged in a wide range of interesting activities. Overall, staff plan well because they observe children regularly and make notes on their skills and interests. This information is then used to inform plans under the six areas of learning. For instance, staff developed a planning theme on minibeasts because children were fascinated by slugs found underneath a flower pot in the garden. Children make good progress in their learning. Children proudly show their models of minibeasts created from recyclable material and decorated skilfully with a range of creative materials. They learn about the life cycle of plants as they observe the growth of cress seeds planted in tubs. Children watch with delightful curiosity as they place worms in the wormery and watch them burrow underneath the soil.

They experiment with making marks in large trays lined with flour. Children develop good literacy skills as they enjoy turning the pages of familiar stories to find their favourite parts of the story. They operate computer games confidently

and skilfully and particularly enjoy the interactive aspect of giant whiteboards to play construction games. Children demonstrate counting skills as they count the number of characters in the story of 'The Three Billy Goats Gruff' told using finger puppets. They show problem solving skills as they complete various puzzles. However, there are fewer opportunities for children to enhance their numeracy and problem solving skills in everyday activities. Children in the out of school club enjoy the challenge of using electronic construction kits to build and design objects. They learn to recognise and explore their feelings as they play a feelings based matching board game. Children deploy a range of creative skills as they create guitars from recyclable materials. They negotiate teams and organise ball games on outside courts. These experiences contribute well, overall, to children's learning and development.

Children treat each other and their environment with care. They behave well and show good awareness of the setting's ground rules. Staff are gentle with the children and talk to them about any unacceptable behaviour. They use praise to encourage good behaviour and have a colour coded card system to support children in behaving well. Children learn about different cultures and ways of life through celebration of different events, such as Australia Day when a parent brought in some aboriginal paintings and music. A wide range of multicultural resources also supports children to learn about difference.

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

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| 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

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| 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

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| 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

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| 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

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