

# Fellowship House Children's Centre

Inspection report for early years provision

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<b>Unique reference number</b>	132283
<b>Inspection date</b>	10/07/2012
<b>Inspector</b>	Marilyn Peacock

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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**

Fellowship House Children's Nursery opened in 1991 and operates from six rooms in a purpose built nursery, situated in the Fellowship House Centre in East Ham in the London Borough of Newham.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. It is registered to provide care for a maximum of 60 children under eight years of age, and of these, not more than 12 may be under 2 years at any one time. There are currently 62 children in the early years age range on roll. A number of children that attend speak English as an additional language.

The nursery is open each week day between 8am to 6pm all year round. All children share access to a secure enclosed outdoor play area. The nursery employs 12 staff to work with the children. All staff, including the manager, hold appropriate early years qualifications.

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

Overall the quality of the provision is good.

Children are making good progress on their individual learning journeys. Staff provide them with a wide range of interesting activities tailored to meet their unique learning needs. The management work hard to promote an effective partnership with parents and carers. Staff make good use of reflective practice and self-evaluation to promote continuous improvement. However, at present the views of children are not fully included in this process.

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

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

- strengthen systems of self-evaluation by including the views of the children that attend.

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

Staff have a clear understanding of their role in child protection. They are able to put effective procedures into practice should they have concerns about a child in their care. Regular risk assessments enable the staff to identify and address potential risks quickly. All outings and trips are risk assessed before staff and

children embark on them. Staff keep the premises very secure and supervise the children at all times. There are robust recruitment and vetting procedures in place and all staff also have appraisals and one-to-one meetings with managers to assess their ongoing suitability. These meetings also identify any training and development needs.

Staff are committed to working in partnership with parents and carers and are proactive in trying to involve parents in their children's learning. Parents are encouraged and supported to contribute to their child's development as staff are on hand daily to talk to them about their concerns and to give verbal feedback. In addition, parents are encouraged to view and contribute to their children's developmental files regularly. Parents are kept informed through a wide range of written materials. These include informative newsletters, written information on activities and a whiteboard which provides them with an overview of the children's day. Good use is also made of text messaging and emails to keep parents informed throughout the day. Effective settling-in routines are in place. The staff use this time to gather information on the child's background, what they can do and any specific care needs which helps them to effectively meet the children's individual needs.

The available space is used well to provide children with lots of exciting play and learning experiences. Staff are deployed well in order to support children as they investigate the varied range of resources and equipment. Children enjoy the outside play space which they are able to use whatever the weather. A recent fire has caused damage to some of the rooms used by the nursery. Consequently, the children and staff have had to adapt to changes in the way the nursery operates while repair work is carried out. The management and staff team have worked hard to make the areas now being used clean, safe and child-friendly. Photographs of the children that attend and examples of their work adorn the walls to help the children feel safe and secure in the different surroundings.

Children are recognised as unique and their individual care and learning needs are met effectively. Staff use resources, books and posters effectively to help develop children's understanding of the world around them and the diverse community in which they live. The key person system works well and all staff have a good knowledge about their key children and their families. Inclusive practice is promoted well and all children are encouraged to reach their full potential. Children who speak English as an additional language are actively supported to feel fully involved in the nursery. For example, the staff learn a few key words of the children's first language to help them understand what they say and need. In addition, the backgrounds of the staff reflect the local community well and staff are able to support children and families by speaking their home language.

The nursery work in effective partnership with other early years providers to support transition and promote continuity of care. The management team shows a good understanding of the strengths and any areas for improvement in their provision. They take clear steps to bring about continuous improvement by attending training and working with the local authority and the Pre-school Learning Alliance to help ensure they are fully aware of change and good practice. Parents' views are sought through questionnaires but the views of children do not currently

form part of the self-evaluation process.

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

Children are happy, confident and settled into nursery life. A good balance of adult-directed and child-led activities are available each day. Children play an active part in planning. Staff use their discussion with the children and observation of them at play to identify their current interests. They incorporate these into their planning. Therefore, children are interested and enthusiastic about their learning and are motivated, active learners. Staff are skilled at supporting children as they play, offering advice and introducing new vocabulary. All children have time each day when they work in small groups or one-to-one with their key person. This time is used to focus on children's individual learning needs and build on previous learning and development. Staff are fully aware of their key children's interests, strengths and areas that need to be developed further. Children's next steps are identified through regular observation of them at play and their achievements so far. This allows staff to plan for their specific learning needs.

Good steps are in place to promote children's health and well-being. More able children understand the reason for good hygiene practice. Younger children recognise the hygiene routines and know they need to wash their hands at suitable times throughout the day. All children enjoy the outside play area which they can use most of the day. They know when they are getting tired and take themselves off to sit down under the canopy or sit in the comfortable book area. When they get cold they know to put their coats on. They remind the staff that they have waterproof suits which they can wear in the rain and, therefore, they can stay out longer. Children use chalks to start to write letters in their name. Staff help them to form recognisable letters and talk about numbers in the environment. Children can use the narrow nature walk to look at the flowers and plants and search for insects and butterflies. They demonstrate coordination and control as they manoeuvre bikes and scooters around the garden. Children are becoming confident communicators. They are able to explain their games and talk with some enthusiasm about their friends and their pets at home. Children's creativity is valued and their artwork is displayed around the nursery. They explore texture using sand and shaving foam and they fill containers with dry sand and water, trying to fit the sand into different sized containers. Children's understanding of sharing and taking turns is developing well. They sit together looking at pictures in story books and talking about their experiences.

Good behaviour is encouraged through praise and encouragement and clear guidance on what is acceptable and what is not. The youngest children that attend enjoy a warm, caring relationship with their key person who understands their care needs and routines. More mobile babies laugh as they climb the small climbing frame standing on the bridge waving to the other children. They dance to the music playing in the background and giggle as they bang the large African drum. Staff use musical toys and animals to help the babies feel settled. They provide soft surfaces and cushions so that babies can crawl and roll around in comfort and

safety. When they get tired they are placed in their own cots, comforted by staff as they go off to sleep cuddling their favourite toy from home.

Children show they feel safe in the nursery and they are confident to move around choosing toys and resources which interest them. They help prepare the beds in readiness for sleep time by putting the pillows in their cases and finding their name cards. They practise emergency evacuation regularly and, therefore, understand the importance of following simple rules.

## 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	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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### 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

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