

# Regents Park Children's Centre

Inspection report for early years provision

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<b>Inspector</b>	Martha Darkwah
<b>Setting address</b>	Augustus Street, London, NW1 3TJ
<b>Telephone number</b>	020 7387 2382
<b>Email</b>	ssue.willismson@camden.gov.uk
<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.

Please see our website for more information about each childcare provider. We publish inspection reports, conditions of registration and details of complaints we receive where we or the provider take action to meet the requirements of registration.

## Description of the setting

Regents Park Children's Centre registered in 1994. It is run by the local authority and operates from purpose built premises on a housing estate in the Regents Park area of the London Borough of Camden. Other services provided by the centre include a language unit, generic drop in for childminders, a creche for training, a parents' focus groups and drop in facility and an early years intervention team.

A maximum of 93 children may attend the centre at any one time and there are currently 93 children on roll in the early years age range. The centre provides free nursery education. The nursery opens each weekday from 8am to 6pm for 48 weeks in the year and offers both full-time and part-time places for children.

The centre is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register.

The centre supports a number of children with special educational needs and/or disabilities. They also support a number of children who speak English as an additional language.

The centre employs 41 full-time staff, of whom 25 have an appropriate childcare qualification and work directly with children. Of these, three are qualified teachers.

## The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The conscientious staff team helps ensure that the children are safe and secure in the centre to meet their care and education needs well overall. The uniqueness of every child and their family is exceptionally valued and the nursery effectively promotes inclusion across all aspects of the provision. There are excellent ingenious systems in place for working in partnership with parents and carers and involving them in their child's care and education. Children are making good progress in their learning given their age and starting points. The whole staff team contributes to the evaluation of the centre's provision that is effective overall. The management team is very keen to take immediate action to improve any areas of weakness and has been proactive in meeting every recommendation made at the time of the last inspection.

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

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

- extend the opportunities for children to encounter creatures, plants and

natural environments.

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

Highly effective systems are in place to safeguard children while at the centre. The staff's comprehensive awareness of safeguarding issues, along with regular training, helps ensure children are safe and secure. Rigorous recruitment and vetting procedures, including the successful induction of new staff, further enhance children's safety. Comprehensive risk assessments completed for all aspects of the centre, identify and minimise risks to children. Staff are positive about the centre, and work well as a team sharing information and ideas on a daily basis to further improve and extend the provision. Effective use is made of self-evaluation and reflection to continually identify areas for further improvement. The recommendations made at the last inspection have been effectively addressed and have improved the outcomes for children. Parents' and children's views and suggestions are highly regarded by the centre to enhance the provision and improve the outcomes for children.

All of the playrooms in the centre are well resourced and attractively presented. Staff deploy resources well in baskets and open-fronted shelves and cabinets, which enable children to self-select and make choices about what they want to play with. High quality furniture, equipment and resources are well organised to support children's learning and development. Free-flow access to the outdoor play area provides children with a varied range of experiences and fresh air. The promotion of inclusion is unmistakably at the heart of this centre and children demonstrate a true sense of belonging. Staff show the greatest respect for the diverse cultural backgrounds of every child attending. They engage exceptionally well with parents and carers to find out about languages spoken at home, cultural matters and each child's particular needs and achievements. Staff plan and provide an excellent range of multicultural activities, carefully chosen to reflect the background of the children they care for, some of which link to celebrations enjoyed in the wider community.

The centre is highly dedicated to working in partnership with parents in an exemplary manner. Parents attend regular meetings with their child's key worker to discuss ways to work together to enhance children's learning. They are involved in the evaluation of the service through questionnaires and attend workshops on relevant topics such as a 'fussy eating workshop'. The centre has innovative ideas to get dads and other male carers involved in their children's care and education. A comprehensive set of policies and procedures is available for parents and the staff team regularly reviews these. Partnerships in the wider sense are excellent. The centre has extremely well established links with other professionals and agencies who work closely with the centre. This enables them to offer expert guidance and support to children. Staff share this with parents and together they plan how they can help the child progress, enabling children to benefit from continuity and consistency. Highly effective systems of communication between local schools where many children will eventually move to are well developed.

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

Children are happy, relaxed and content. They make good progress in their learning and development in relation to their starting points. Young children show that they feel safe and secure in the centre by their relaxed body language, their curiosity and their eagerness to play and explore. Staff are attentive, talk to the children and treat them with great kindness and understanding. The centre adapts the settling in procedure to meet the needs of individual children and their parents.

Planning covers interesting themes and topics that successfully support all areas of learning. These plans are very flexible and change according to effective evaluations and observations of the children. The staff team discusses the differentiation and learning intentions each week to meet children's individual needs. These influence future planning and enable staff to carefully track the identified next steps. Children's individual profiles evidence children's consistent improvements in all areas. Observations are supported with photographs and some examples of children's work. Children throughout the centre are inquisitive learners and show high levels of confidence. Older children confidently question what visitors are doing and happily display their skills in writing their name on the computer.

There are many opportunities for children to write, for example, photographs show a group of children sitting around the white board writing, using prompt cards if needed. They further develop their early writing skills using mark-making equipment such as pencils, crayons, chalk and paint with increasing confidence. Staff work well with the children and enhance their experiences with questions that make them think. Children have access to a good range of information and communication technology. They become skilful in using the mouse and negotiating the educational programmes which helps them develop their concentration skills. Children develop the skills that they need for future learning. They think critically, solve problems as they complete simple puzzles and explore numbers and shapes. Children love to investigate. They engage in sand play, exploring volume as they fill containers and moulds using scoops. At other times, they use magnetic fishing games to match colours. They enjoy filling a large tube with small toys and problem solve by working out why some are stuck halfway. Children quickly work out that small circular toys roll freely through a tube and having the tube at a gradient improves the flow. During these activities, children are developing their talents and skills for the future and work out that one action has an effect on others.

Children's communication, language and literacy skills are improving as they develop a healthy interest in books. Staff sit with the children and share books with them. They take the children to parks, zoos and museums. Children are supported in learning and understanding the world. They learn about plants and animals, however, opportunities for children to encounter creatures and natural environments are not extensive. Children are consistently busy and interested in what they are doing which results in respectful, calm and good behaviour. They

show an extremely good understanding of how to keep safe and use equipment, such as scissors, safely. Children enjoy healthy and well-balanced meals and show an excellent understanding of healthy eating and the benefits of fresh air and exercise.

## 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	1
The effectiveness of safeguarding	1
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	1
The extent to which children adopt healthy lifestyles	1
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