

Aylesbury Early Years Centre

Inspection report for early years provision

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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

Aylesbury Early Years Centre registered in 1997 but has been in operation since 1972. It is a local authority owned centre situated in the Walworth area of the London borough of Southwark. The centre is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register to provide care for 53 children under eight years. It operates from purpose-built premises and children have access to three group rooms, two outdoor spaces and a smaller gardening area. The centre is open all year round, from 8am until 6pm, closing only for bank holidays. Children attend either on a full- or part-time basis. There are currently 33 children on roll. The centre receives funding to provide free early education for children aged three and four years. The centre currently supports a number of children learning English as an additional language, and children with special educational needs and/or disabilities. The centre employs 13 full- and part-time staff, all of whom hold relevant qualifications in early years and/or teaching.

The overall effectiveness of the early years provision

Overall the quality of the provision is good.

The centre provides a very warm, exceptionally safe and caring environment for children who make good progress overall in their learning and development. The staff team is dedicated to supporting children and focused on meeting their individual needs. Most children are consistently challenged in their learning to help them progress well. Overall, the effective partnerships with parents and other agencies are significant in making sure that the needs of all children are met. Through their own ongoing evaluation and reflective practice, the nursery shows the capacity to make good continuous improvements for the outcomes for children.

What steps need to be taken to improve provision further?

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

- provide further literacy opportunities within the outside area, so that children practice their emerging skills on different scales from when indoors
- enhance further children's skills in information and communication technology (ICT) by providing a broader range of ICT equipment.

The effectiveness of leadership and management of the early years provision

All staff show an extremely clear awareness of safeguarding issues. They are confident of the procedures to follow should they have any concerns regarding the welfare of a child in their care. Clear policies and procedures are understood by

staff and made easily accessible to parents and visitors. Children's safety and security is thoroughly supported as the environment, both indoors and outside, is subject to highly effective risk assessments. The robust recruitment and vetting procedures further support children's safety and welfare. All staff hold appropriate background checks. As a result of excellent safeguarding systems, children's well-being is maintained exceptionally well.

The nursery team is committed to improving its practice, which is evidenced by frequent attendance at training events, so staff keep their skills and knowledge up to date. Self-evaluation permeates throughout the provision as all staff, parents and children are involved in expressing their views about how improvements can be made to the service. Staff promote a stimulating and inclusive learning environment. Effective systems are in place to support children with special educational needs and/or disabilities and those learning English as an additional language. Staff make good use of the available space indoors, providing the children with engaging activities in three rooms. The lack of some literacy resources in the outdoor space restricts learning in this area for those who prefer to learn outdoors, although these children still maintain good progress. Children enjoy a good balance of both adult-led and child-initiated play experiences. Staff are effectively deployed to support children throughout the centre.

An exceptionally strong partnership with parents fully contributes to children's individual needs being met. Parents are involved in sharing detailed information about their children's starting points prior to them attending the nursery. This system is followed through with continuous opportunities for sharing and discussing children's achievements. Parents are extremely well informed about their children's progress in the centre and feel that their knowledge of their child is valued. Staff make daily contact with parents and share information about the children's interests and home lives. The staff are all consistent with their approach to behaviour management. They clearly explain to the children what they need to do, and stress the importance of sharing. They effectively help children to learn about and understand the society in which they live. The staff have good knowledge of each child's background and support the individual needs of each family. Effective use of observations helps to identify individual children's next steps well in all required areas of learning.

The manager demonstrates a strong commitment to driving and implementing improvement in order to enhance the outcomes for children. All staff seek to improve their childcare practice so that children have enjoyable and challenging play and learning experiences. The manager and her staff team have given much consideration to the centre's provision and how it can be continuously improved. This reflection has led to a clear development plan with appropriate and achievable targets. The nursery has developed highly successful partnerships with other agencies and services involved. They make valuable use of the advice and support from other professionals involved in the well-being and learning for all children.

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

Children's well-being is prioritised by staff as they ensure children are kept absolutely safe and healthy whilst in their care. Children have a clear awareness of the daily routine, which helps them to feel very secure and confident in the centre. Exemplary examples of awareness of safety are encouraged through gentle reminders, activities, stories and events such as the regular emergency drill. Children are supported by well-deployed staff who readily involve themselves in the children's chosen play activities. The staff team demonstrates a confident knowledge and understanding of how young children learn and develop. Individualised planning is geared around their abilities and interests whilst ongoing assessments map children's progress and highlight their future learning opportunities.

Children use to a good range of developmentally appropriate toys and resources that help to promote their learning and development effectively. These are easily accessible to the children as they are stored at their level; however, there is a lack of ICT resources. This means that children's skills in technology and design, are not achieved as well as possible. Children enjoy making their own choices from both inside and out of the centre, and choose if they want to participate in the adult-led activities, so growing as independent learners.

Resources reflect the diverse local community, and the variety of cultures, languages and religions of children, families and staff present in all aspects of nursery life. Children learn about their differences and similarities in authentic and meaningful ways, responding to a wide variety of festivals. They have a strong sense of belonging as they observe the many photographs of themselves around the nursery. Babies are excited when exploring sensory materials in a safe and stimulating environment. They enjoy singing, stories and looking at books. They establish good physical skills as they play within the highly impressive, resourced garden where they have many challenges to develop their control and coordination.

Children follow well-established personal hygiene routines and staff are excellent role models. Children eat very healthy, nutritious meals, freshly cooked on the premises. They choose their own portion sizes and enjoy trying new foods. Children enjoy taking responsibility for laying the tables and tidying away their plates and cups. Children grow vegetables, fruit and flowers in the garden, which they water and tend. Children pick, prepare and eat the produce, so helping them increase their awareness of where their food comes from, and showing the nursery's commitment to sustainability.

Children receive lots of genuine praise for their achievements and they show pride in learning new skills. Children's self-esteem and confidence are strong as a result. Adults use open questions, which help children to extend their play, thinking and conversations. Children talk confidently to adults and their friends and they often listen carefully to stories. As a result, their ability to recall information is developing and their vocabulary is growing consistently. Staff are positive role models who

speak politely at all times. Children respond very well to adults and conversations are plentiful. It is evident that children feel at home and comfortable within their environment because they approach staff confidently for support. Overall, children gain good skills for their future lives.

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?	2
The capacity of the provision to maintain continuous improvement	2

The effectiveness of leadership and management of the early years provision

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	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

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