

Doddington & Rollo Children's Centre

Inspection report for early years provision

Unique Reference Number	EY286477
Inspection date	11/04/2006
Inspector	Catherine Greenwood
Setting address	Ground Floor, Falkner Court, Francis Chichester Way, London, SW11 5HX
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Registered person	Doddington and Rollo Children's Centre
Type of inspection	Integrated
Type of care	Full day care

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ABOUT THIS INSPECTION

The purpose of this inspection is to assure government, parents and the public of the quality of childcare and, if applicable, of nursery education. The inspection was carried out under Part XA Children Act 1989 as introduced by the Care Standards Act 2000 and, where nursery education is provided, under Schedule 26 of the School Standards and Framework Act 1998.

This report details the main strengths and any areas for improvement identified during the inspection. The judgements included in the report are made in relation to the outcomes for children set out in the Children Act 2004; the National Standards for under 8s day care and childminding; and, where nursery education is provided, the *Curriculum guidance for the foundation stage*.

The report includes information on any complaints about the childcare provision which Ofsted has received since the last inspection or registration or 1 April 2004 whichever is the later.

The provider must give a copy of this report to all parents with children at the setting where reasonably practicable. The provider must give a copy of the report to any other person who asks for one, but may charge a fee for this service (The Day Care and Childminding (inspection) (England) Regulations 2005 No 2300 Regulations 5 and 6).

The key inspection judgements and what they mean

Outstanding: this aspect of the provision is of exceptionally high quality

Good: this aspect of the provision is strong

Satisfactory: this aspect of the provision is sound

Inadequate: this aspect of the provision is not good enough

For more information about early years inspections, please see the booklet *Are you ready for your inspection?* which is available from Ofsted's website: www.ofsted.gov.uk

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT SORT OF SETTING IS IT?

Doddington & Rollo Children's Centre is based in two story premises, which take up the first two floors of a residential tower block. The premises are set within the Doddington & Rollo housing estate, and part of a Sure Start area. Battersea Park train station is within walking distance and the area is well served by bus routes. Shops, schools, parks and a library are close by.

The centre is open from 08.00 to 18.00, Monday to Friday, 51 weeks of the year. They are registered for 76 children aged from 3 months to under 5 years, with children under two being cared for on the ground floor, and children aged from 18 months to under 5 years being cared for on the first floor. There are currently 35 children on roll, of which 7 receive nursery education funding. The centre provides places for children who have special education needs, and for children who speak English as an additional language.

The premises consist of two playrooms on the first floor and two playrooms on the ground floor, children and staff toilets, an office, staff room, two kitchens and a large enclosed secure garden.

The centre employs 14 care staff of whom 12 are currently available. Most of the staff team hold appropriate childcare qualifications. The manager and deputy both hold level 3 child care qualifications.

THE EFFECTIVENESS OF THE PROVISION

Helping children to be healthy

The provision is satisfactory.

Children benefit from well balanced healthy meals. For example, they have fresh fruit instead of puddings, and enjoy raw vegetables instead of biscuits at snack time. Children's individual dietary needs are met because the nursery and the catering company ensure alternative food is provided. For example, if children have allergies. Organic jars are provided for very young babies until they are ready to eat the same food as the other children. All children have access to water throughout the day; however, the dispenser in the toddler room does not meet hygiene standards, and is therefore a health risk. Children develop good personal independence because they are encouraged to feed themselves at mealtimes, and are given support by staff when needed. They learn about the importance of healthy eating through projects about food and care of teeth. Staff follow good hygiene practise when changing children's nappies and preparing food. However, they do not ensure that the no shoes policy in the baby room is implemented at all times. Two staff hold current first aid certificates which means that in the event of an accident children receive appropriate treatment.

Children enjoy a range of activities which contribute to their good health. Each day

there are outdoor activities and equipment to help children develop control of their bodies. For example, as they use the climbing frame and ride on the wheeled toys. Children move safely and show a good awareness of space. For example, when running around the garden acting out the story of going on a bear hunt. Staff in the pre-school group make good use of the outside play area for planned activities such as, an Easter egg hunt, parachute games, painting with water and, egg and spoon races. Older children develop good balancing skills as they use the low level bricks and stilts, in the garden, and good hand and eye co-ordination. For example, when using the mouse for operating computer programmes. Staff show younger children how to throw and catch a ball, stack bricks and post different shapes into a box. All children have good opportunities to explore and handle malleable materials such as dough and corn flour, and develop fine motor skills through using drawing and construction resources. Children enjoy using the paint brushes and water, in the garden, and wooden spoons to stir the ingredients during cooking activities. This means they are learning how to handle tools correctly.

Protecting children from harm or neglect and helping them stay safe

The provision is satisfactory.

Children are able to move around the premises safely, freely and independently because staff identify and minimise potential risks. For example, by ensuring the doors to all group rooms are kept closed. Older children learn about their own safety through written rules which are displayed on the wall in their group room. For example, not running in the playrooms or pushing others. Staff complete a daily check of all areas in the premises, to ensure they are safe for children to use. Particular attention is given to the outside play area, which is located next to public areas and below residential flats. This means that children are kept safe when they are playing in the garden. The manager and staff are aware of the potential risks to children. For example, they ensure that the front door which gives direct access to the street is always closed by visitors and parents. Monthly evacuation practises mean that children know how to leave the building, safely as a large group, and are therefore not at risk in the event of a fire. Children are kept safe on outings because the staff have a good understanding of the procedures to follow, and help children to learn about their own safety by giving them clear guidance and expectations. For example, when visiting the local library. There is a good range of well maintained, suitable and accessible play equipment, particularly within the pre-school group. All staff have recently updated their knowledge of child protection. Consequently the manager and staff have a sound knowledge of the procedures if they have concerns about a child. This means that children's welfare is safeguarded. However, some necessary details have not been appropriately reported and recorded.

Helping children achieve well and enjoy what they do

The provision is satisfactory.

Children are happy and settled at the nursery because staff engage with the children, encourage them to take the lead within their play and choose their own activities and

resources. Staff use their knowledge of the Birth to three matters framework to support and encourage all children, and help them to gain confidence with trying new things. This means that children learn to use their own initiative and develop good personal independence. Staff show great interest in what children say and do. They ask children appropriate questions which extends their learning and are skilled at knowing when to join children and offer help, and when to let them play independently. On arrival at the nursery, children enter with enthusiasm and separate easily from their parents. They show interest in the activities and resources and immediately start playing. Children enjoy a range of sensory experiences. For example, babies and toddlers take part in activities such as cooking and are encouraged to taste, touch and smell the ingredients. Children in the toddler room enjoy outside play, and benefit from accessing the garden directly from their group room. However, children in the baby room do not have the opportunity to go into the garden every day and are not taken on regular outings, into the local environment. Children are very well behaved and form good friendships with each other and staff. They play together co-operatively and enjoy each others company. Close and caring relationships with staff increase children's sense of trust and help them develop a strong sense of self. For example, when babies need comforting, key workers show affection and respond to their individual emotional needs. Staff complete written observations which identify children's progress and achievements. However, they have not completed any recent written assessments for children under three years and therefore, observations of children's development are not used effectively to identify the next step, for their individual learning.

Nursery education

The quality of teaching and learning is good.

Children are happy and interested in their environment. They concentrate well at their chosen activities and play independently for long periods. They are very well behaved and co-operative. This is because staff use positive reinforcement methods, consistently praise children for their individual achievements and help them to understand how their behaviour affects others. Rules for behaviour are clearly displayed and reinforced. Children communicate well with each other and staff, and frequently enter into conversations during their play. Some learning takes place during small and large group times which are both well planned and spontaneous, according to the choices that children make. Effective planning and clear objectives enable children to make good progress in all areas of learning. Staff work extremely well as a team and communicate well with each other throughout the session, to achieve the planned learning objectives, and keep samples of children's work in folders as evidence of their achievements. They have a very good knowledge of children's individual progress and complete regular observations, which they use to identify the next step for learning in relation to the stepping stones within the early learning goals. Children show good pencil control and often use the accessible drawing and writing resources to make marks and draw pictures. Although children are confident with recognising their name, there are insufficient opportunities for children to learn letter formation and the sounds of letters, within practical activities. Staff make good use of opportunities within children's play to introduce learning objectives for mathematical development. For example, when playing with the water they learn about capacity, and count the number of eggs when using a computer

programme. As a result, younger children can count reliably up to ten and can recognise and name numbers at random.

Children show great interest in living things through helping to care for the stick insects and snails, which are kept in accessible tanks in the pre-school room. This includes finding leaves to feed them and using reference books and magnifying glasses to learn about their features. Staff make good use of opportunities to extend this area of learning. For example, by examining and taking photographs of a spider colony during a visit to the local library. Children are confident with operating a simple programme on the computer, and learn about how things work through using the wide range of accessible resources; such as, a printer, tape and CD player, calculators and remote control cars. Children learn about others and have a positive attitude to differences through planned activities, which recognise and embrace festivals and celebrations. For example, Chinese New Year. This is supported by a very good range of musical instruments from different countries that children can use during their play. Children learn about people in the community who help us, through using well presented and exciting resources for imaginative play; such as, a doctors surgery and the procedure for dialling the emergency services. In addition, people such as the librarian are invited into the nursery to talk about their work. Children have very good opportunities to handle and explore natural objects, within many activities, and are skilled at making their own designs such as, snakes and ladders games. Children move spontaneously to music when they are using the tape recorder. However, they do not have regular opportunities to move creatively to music as part of a large group.

Helping children make a positive contribution

The provision is good.

Children's individual needs are well met because the staff have a good knowledge of each child's developmental progress, and their likes and dislikes. All children are welcomed and play a full part in the nursery because staff value and respect their individuality. Children are greeted warmly on arrival and staff are observant and responsive, to the choices they make about activities and play resources. Children benefit from the good relationships and communication with parents. For example, there is informal discussion about children's progress and their wellbeing, at the end of each day. Babies settle well because parents are asked to complete a written assessment of their child's development and individual needs, before they start at the nursery. This means that children benefit from a two way sharing of information to enhance their learning. Staff work closely with parents to ensure they follow babies home routines. Children are well behaved, co-operative, and play together well, on their own, and in large and small groups. This is because staff set clear boundaries and expectations with the children. As a result, children have a good awareness of right and wrong. Staff praise children for their individual achievements, which means that children feel good about themselves and develop confidence. Children welcome others involvement in their play. For example, very young children play together co-operatively at the water tray. Children learn about differences and the wider world, through access to books and play equipment that reflect positive

images, and take part in activities and projects about different celebrations. Spiritual, moral, social and cultural development is fostered. There are no children with special educational needs currently attending the nursery; however, staff have a good knowledge of children's development and the action to take if they are concerned about a child. Partnership with parents is good. Parents are very happy with the progress that their 3 and 4 year old children are making, and speak very positively about the nursery; particularly in relation to the play equipment, children having one to one learning opportunities and the caring approach of staff. Communication with parents is good. Information about children's progress is exchanged between staff and parents, on a daily basis and during formal assessment meetings and parents evenings. However, parents do not receive any written information about the Foundation Stage Curriculum.

Organisation

The organisation is satisfactory.

The environment is well organised, stimulating and welcoming, and good use is made of the available space. Children benefit from moving around the nursery during the day and playing in other group rooms. Staff work together well as a team and are motivated and clear about their responsibilities, which means children are happy and settled. The nursery has a very good level of suitably qualified and experienced staff, who are dedicated to providing good quality care and education. However, supervisors in the baby rooms do not currently hold a level 3 qualification appropriate for the care or development of children. Leadership and management are good. The manager provides a positive role model, has clear expectations of staff practice and involvement, and a good commitment to improvement. Staff provide a good range of interesting and well planned activities for all children, and a good range of experiences that are related to the guidance for the Birth to three matters framework. Children benefit from a structured routine, which includes time for physical activity and snacks, as well as group sessions. All children have the opportunity to make their own independent choices from well organised and interesting accessible resources, particularly in the pre-school room. Younger children are encouraged to join in all group activities when they are ready. This means that children are happy and secure in everything they do. The nursery receives good support from the management committee. Children's welfare is protected because the registered person ensures that staff are appropriately vetted. Procedures and record keeping systems are used effectively to promote children's safety and wellbeing. The setting meets the needs of the range of children for whom it provides.

Improvements since the last inspection

Not applicable.

Complaints about the childcare provision

There have been no complaints made to Ofsted since registration. The provider is required to keep a record of complaints made by parents, which they can see on

request. The complaints record may contain complaints other than those made to Ofsted.

THE QUALITY AND STANDARDS OF THE CARE AND NURSERY EDUCATION

On the basis of the evidence collected on this inspection:

The quality and standards of the care are satisfactory. The registered person meets the National Standards for under 8s day care and childminding.

The quality and standards of the nursery education are good.

WHAT MUST BE DONE TO SECURE FUTURE IMPROVEMENT?

The quality and standards of the care

To improve the quality and standards of care further the registered person should take account of the following recommendation(s):

- keep water dispensers clean and ensure children and adults follow the no shoes procedure in the baby room.
- ensure details of children's existing injuries are discussed with parents and recorded appropriately.
- complete regular developmental assessments for children under three years and ensure babies have regular opportunities to go outside and on outings to explore their local environment.
- devise an action plan showing how supervisors in the baby rooms will obtain a level 3 qualification appropriate for the care and development of the children

The quality and standards of nursery education

To improve the quality and standards of nursery education further the registered person should take account of the following recommendation(s):

- improve the opportunities for children to learn the sounds of letters and the formation of letters within all activities and move creatively to music.
- provide parents with written information about the Foundation Stage Curriculum.

Any complaints about the inspection or the report should be made following the procedures set out in the leaflet *Complaints about Ofsted Early Years: concerns or complaints about Ofsted's role in regulating and inspecting childcare and early education* (HMI ref no 2473) which is available from Ofsted's website:
www.ofsted.gov.uk