

Copley Close Children's Centre

363 Copley Close, (Templeman Road entrance), LONDON, W7 1QF

Inspection date

16/10/2012

Previous inspection date

30/10/2009

The quality and standards of the early years provision

This inspection:

1

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend	1
The contribution of the early years provision to the well-being of children	1
The effectiveness of the leadership and management of the early years provision	1

The quality and standards of the early years provision

This provision is outstanding

- Practitioners provide rich, varied and imaginative experiences for children and have a very good understanding of how children learn. Planning is highly effective in supporting individual children's learning and development. This enables children to make the best possible progress towards the early learning goals, ensuring they are very well prepared for school.
- Excellent relationships are established with parents making a very strong contribution in enabling all children to make excellent progress in relation to their starting points.
- A well-established key person system helps children to form secure attachments and this promotes their well-being very effectively. Very good care experiences have a positive impact on children's all-round development and well-being.
- Self-evaluation is at the heart of the nursery. Staff place high priority on driving improvement to ensure children make substantial progress in their learning.
- The environment is highly conducive to children's learning whereby staff provide some superb exciting and innovative experiences, enabling children to have fun while learning.

Information about this inspection

Inspections of registered early years provision are scheduled:

- at least once in every inspection cycle. The current cycle ends on 31 July 2016
- more frequently where Ofsted identifies a need to do so, for example where provision was previously judged as inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage; or where assessment of the provision identifies a need for early inspection
- prioritised for inspection where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the two playrooms and the outside learning environment.
- The inspector had discussions with the manager throughout the visit. Safeguarding was discussed and a sample of the policies viewed.
- The inspector sampled children's information and development records.
- The inspector also took account of the views of parents and carers spoken to on the day.

Inspector

Jennifer Devine

Full Report

Information about the setting

Copley Close Children's Centre is one of four provisions run by Cybertots Limited. It was registered in 2009 and is situated on the Copley Close Estate, in Hanwell, in the London Borough of Ealing. The nursery is registered on the Early Years Register. It operates for 51 weeks of the year and is open Monday to Friday from 7.30am to 6pm. Children have use of two playrooms and there is an enclosed garden for outdoor play. The setting currently has 45 children in the early years age range on roll and receives funding for the provision of free early education to children aged two and three years. The group supports children

who have special educational needs and/or disabilities; and children who are learning English as an additional language. The setting employs 11 staff, of whom 9 staff hold a relevant childcare qualification. Two member of staff hold Qualified Teacher Status.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- display photos of family and other special people to further promote children's sense of belonging.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The whole staff team have an excellent understanding of the Early Years Foundation Stage framework. They are extremely confident in delivering the curriculum and supporting children's learning well. Children's enthusiasm for learning is enhanced by practitioners who have an excellent understanding of how to engage and capture children's interests. Furthermore, the environment is very conducive to learning, it is rich in resources and complemented by varied and imaginative experience in all areas of learning.

Children excitedly take part in highly stimulating activities. For example, they become involved in an experiment where they construct a volcano using sand and by adding particular food agents they create the effects of the volcano erupting. Staff sustain children's interests and curiosity extremely well during this activity asking lots of open ended questions to make them think and predict the outcome.

Staff support children's communication and language development exceptionally well, for example through implementing the 'Every child a talker' project. The project has enabled them to provide many well-planned small group activities. This really encourages children's listening skills and development of concentration to help in children's readiness for school. For example, one member of staff told a story to a small group of children. They made this interesting by including the children in acting out the story. Another member of staff positioned herself out of sight and then introduced noises to the story. The children were intrigued to hear the noises, and listened carefully to distinguish them.

Children have free flow to the outdoor environment for most of the day and they thoroughly enjoy the outdoors. The garden is exceptionally well resourced and children

can investigate and explore the natural environment. This area has been re-developed and is highly conducive to children's learning. Children can access a full range of activities outdoors which covers all areas of learning very successfully. An area has been sectioned off enabling the younger children to also be able to access the garden as they wish.

Children's individual progress is closely monitored using the Development Matters in the Early Years Foundation Stage guidance. As a result, staff are able to ensure all children meet expected levels of development. Each child's key person plans, records and identifies their individual next steps in learning and this is followed by comprehensive observations to monitor their progress. The staff show great dedication to providing the children with high quality experiences. They constantly review their practice to provide optimum learning experiences.

The contribution of the early years provision to the well-being of children

The key person system is embedded into the staff practice. This results in excellent relationships being established with parents from very early on and supporting children to settle quickly. The nursery also takes part in a home visit initiative organised by the local authority and this offers extra support to deepen these partnerships. As a result, this enables children to develop close relationships with their key person to receive lots of reassurance.

Children's personal social and emotional development is fostered extremely well; children have formed some strong friendships and play very well together. Staff manage children's behaviour extremely well. For example, they use positive strategies to deal with any minor issues and encourage children to sort out disagreements by talking to each other about their feelings.

Staff are very caring and attentive to the young babies' needs. Babies are encouraged to move around and investigate and staff are close by to offer reassurance and cuddles as needed. Staff are very aware of providing exciting experiences to develop their senses and early development. There is an excellent supply of natural materials such as treasure baskets for babies to explore and investigate. Toddlers thoroughly enjoy the freedom of moving around their room. They are developing their physical skills as they enjoy the freedom of moving between the indoors to the outside environment.

Children who speak English as an additional language are supported well and some staff speak additional languages or they obtain key words to help children settle. The group also uses picture routines to help all children learn about the routines and know what happens next. Although the staff and children take lots of photographs of the exciting experiences they have at nursery the staff have not considered involving parents in sharing photographs of their families or friends to further encourage children's sense of belonging. There are also effective systems to support children with special educational needs and/or disabilities. Staff work effectively in partnership with other agencies. This supports them in being able to identify and support targeted individual plans for children.

Children's specific health, dietary needs and allergies are documented and understood by practitioners. Children learn about healthy lifestyles and follow very good hygiene practices as they take increasing responsibility for washing their hands appropriately throughout the session. Children are provided with a healthy and nutritious cooked meal and are developing their independence extremely well as they serve their own food and pass on the serving bowl to their friends. Children's safety and well-being is given high priority as they play in a safe and secure environment. Staff are vigilant and supervise the children very well. Gentle reminders from staff help children to understand about keeping themselves safe as they play and use a variety of equipment.

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

Staff safeguard children very well and policies and procedures are clearly understood and implemented by managers and staff. Staff demonstrate a high level of commitment to promoting children's safety and well-being, for example, following clear procedures for accidents. The provider has robust recruitment, vetting and induction procedures in place to ensure staff's suitability to work with children. Comprehensive risk assessments cover all aspects of the premises and outings. Access to the premises is closely monitored and visitors only gain access by ringing the doorbell. Staffing arrangements are effectively organised to meet the children's needs.

The manager has high aspirations for maintaining quality and this underpins all aspects of care and education in the setting. Self-evaluation is accurately recorded and used effectively to review practice and target areas for improvement. Staff continually reflect on their practice and use their excellent knowledge and understanding of the learning and development requirements to ensure the educational programme is inspiring and challenging to all children. They constantly evaluate the learning environment to ensure it has sufficient breadth and depth across all areas of learning. Staff are well qualified overall and are supported by very good systems for supervision, appraisals and identification of training needs. Excellent arrangements are in place regarding the programme for professional development and this has a very positive impact on the setting and improving children's well-being.

Partnerships with parents are excellent. The setting places great value in ensuring that parents develop a sense of belonging to the setting and can contribute to well-being of their children. Parents are provided with a wide range of information to ensure they are very well informed about how the provision operates. They are kept fully informed about their child's progress, achievements and daily experiences. Parent's views are sought and acted on through the use of a questionnaire. For example, through parent's requests the nursery now opens half an hour earlier to enable parents to link their journeys into work by train. Parents speak very highly about the setting and the staff team. Comments from parents indicate they are extremely happy with the service provided. The nursery is very much part of the community and is linked to the local children's centre. They share good relationships with local schools, other professionals and local groups, which supports

children's continuity of care and transitions well.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Satisfactory	Satisfactory provision is performing less well than expectations in one or more of the key areas. It requires improvement in order to be good.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be inspected again within 12 months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not Met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY396178
Local authority	Ealing

Inspection number	887636
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	35
Number of children on roll	45
Name of provider	Cybertots Limited
Date of previous inspection	30/10/2009
Telephone number	02085666260

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises that are usually their own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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