

# Mulgrave Early Years Centre

Rectory Place, Woolwich, SE18 5DA

## Inspection date

28/01/2013

Previous inspection date

10/01/2007

## The quality and standards of the early years provision

**This inspection:**

2

Previous inspection:

2

How well the early years provision meets the needs of the range of children who attend 2

The contribution of the early years provision to the well-being of children 2

The effectiveness of the leadership and management of the early years provision 2

## The quality and standards of the early years provision

### This provision is good

- Staff have strong relationships with parents and reception teachers at the schools children attend. They all work well together to meet children's needs.
- Children enjoy a range of age appropriate activities that enhance their learning at school and keep them occupied and engaged in their play.
- Children develop their independence as they make choices about what to play with. They build positive friendships and develop good social skills.
- Children enjoy and benefit from the extremely healthy meals provided at the club and enjoy sociable mealtimes.

### It is not yet outstanding because

- Staff do not involve children in agreeing codes of behaviour to help them contribute and take responsibility for the rules of the club.

## 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.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector held meetings with the registered provider and the manager of the provision.
- The inspector observed interactions between children and staff during activities.
- The inspector viewed a variety of documents including children's records.
- The inspector took account of parent's opinions from written feedback and through discussions.

## Inspector

Linda du Preez

## Full Report

### Information about the setting

Mulgrave Early Years Centre out of school provision was registered in 2005. It operates from Mulgrave Primary School and Children's Centre and is situated in Woolwich in the London borough of Greenwich. The provision operates from two classrooms within Mulgrave Primary School and has access to a kitchen, side room and toilet facilities. Children also have access to an outside play area. The provision operates a breakfast club from 8am to 9am and an afterschool club from 3.15pm until 6pm, during term time. The

provision also runs a holiday club from 8am until 6pm during some school holidays. There are currently eight children on roll age three to six years. The provision also offers flexible spaces for children to attend the club on a daily temporary basis, this is known as the 'pay as you go' service. The provision supports children with special educational needs and/ or disabilities and children who are learning English as an additional language. The provision employs six members of staff. All staff hold appropriate early years qualifications, including four who hold Early Years Professional Status.

### **What the setting needs to do to improve further**

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

- involve children in agreeing codes of behaviour to help them to understand and take responsibility for implementing rules.

### **Inspection judgements**

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

The manager and her team put a lot of thought into providing engaging play opportunities for children. They also consult with children to ensure they play an active role in the choices of resources, games and activities. For example, children show an interest in craft activities, so staff provide a range of resources to enable them to make jewellery, draw pictures and paint. This enables children to express themselves creatively. Staff show a keen interest in what children have to say about their day at school. Consequently children feel valued and form positive attachments to staff. Young children particularly enjoy playing in the well resourced role play area. They dress dolls and pretend to bath them and feed them. They play together, sharing ideas and thoughts as they demonstrate active imaginations.

The club runs from very well resourced early years classrooms. Children enjoy access to an inviting cosy book area. Some sit and read alone quietly, whilst others cuddle up to staff and enjoy a story together. Children are able to help themselves to toys and equipment that enable them to develop valuable skills to support their learning at school. For example, they enjoy colouring, drawing and writing to foster their early literacy skills. The environment offers many high quality displays of letters and numbers for children to use as a point of reference as they play. They enjoy activities to support their numeracy skills such as playing with puzzles and creating patterns with colourful pegs boards.

Children benefit from highly exciting outings arranged during school holidays. For

example, they visit local parks, cinemas and the seaside. Staff plan these trips to extend children's experiences and enhance their learning and development.

The hard working staff team work very well together and implement the routine to meet all children's needs. They are skilled at creating an environment that is calm, yet exciting and vibrant. Consequently, children enjoy a wide range of stimulating activities with ample opportunities to play and learn.

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

Children in the early years age range have a dedicated person responsible for monitoring their individual progress and supporting them as they settle in. This enables staff to ensure that children's individual care and welfare needs are known and supported. The 'key persons' successfully help children feel settled and they soon develop self-confidence.

Resources are clean, well organised and suitable for all age groups attending. Staff carry out comprehensive risks assessments to check that children have a safe and secure environment in which to play. They are dedicated to supporting children's physical development and they play an active role in supporting children and families in understanding the importance of healthy lifestyles. They offer healthy choices for meal times, such as soup with fresh bread and salad. Furthermore, they provide weekly food preparation classes to teach children about healthy eating and how to make healthy choices. They also run weekly cookery classes for parents to support them in providing healthy meals at home. Children make great strides in their physical development. They enjoy physical play in the playground using a rich variety of equipment to try their skills in climbing, jumping and balancing.

Children are supported to be independent and take responsibility for their own care. For example, they make choices about what to play, pour their own drinks and help to prepare meals. This helps children positively to contribute to the running of the provision and also enables them develop highly useful skills. They learn to care about the immediate environment as they help to set up and pack away.

Staff are very positive and polite, supporting children's developing social skills. Children behave very well, demonstrating kindness and concern as the different age groups play together. For example, they greet each other as they arrive from their different schools and enthusiastically discuss what they are going to play with during the session. However, staff do not involve children in agreeing codes of behaviour to fully support them in taking responsibility for implementing these codes.

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

Staff demonstrate good knowledge and understanding of the Early Years Foundation Stage. The club is managed alongside the school and children's centre and together they

implement clear and detailed policies and procedures. This includes thorough recruitment and induction procedures to check that staff are suitable to care for children and have appropriate background checks. Staff have a good understanding of the procedure to follow should they have any concerns about a child. They are highly experienced in working in partnership with other agencies to support families and have an excellent approach to promoting consistency in children's care. For example, they work closely with family support workers at the adjoining Children's Centre to fully support vulnerable families when needed.

All staff have a good understanding of children's learning and development. This is because they are highly experienced in working with younger children and receive quality training and supervision from the supportive registered provider.

The manager and her team contribute to the overall evaluation of the group. The group has successfully addressed all recommendations made at previous inspections. Consequently, records are up to date and very well organised. Staff consult with children and parents about how they would like to improve and develop the group. Therefore, many views contribute to the changes and improvements. For example, children and parents contribute ideas for the menu plans and outing ideas for the holiday provision.

The importance and value of parent partnerships is embedded throughout the club. Staff are dedicated to supporting families and offer a highly flexible service to enable parents to attend job interviews or meetings. Parents express their gratitude for the high levels of care and support they receive.

### The Childcare Register

The requirements for the compulsory part of the Childcare Register are	<b>Met</b>
The requirements for the voluntary part of the Childcare Register are	<b>Met</b>

### What inspection judgements mean

#### Registered early years provision

Grade	Judgement	Description
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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

<b>Unique reference number</b>	EY302317
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	813151
<b>Type of provision</b>	Out of school provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	3 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	8
<b>Name of provider</b>	The Governing Body of Mulgrave Early Years Centre
<b>Date of previous inspection</b>	10/01/2007
<b>Telephone number</b>	020 83195727 OR 02083179211

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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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