

The Children's Centre

120 Fleet Street, London, EC4A 2QQ

Inspection date	25/03/2013
Previous inspection date	11/03/2010

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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

- Children have excellent opportunities to follow their interests. Staff provide them with stimulating and accessible learning environments which promote their eagerness to learn.
- Children are exceptionally content and happy as they enjoy the secure and affectionate attachments that have been developed with their key person.
- Children are developing outstanding communication and language skills, as staff provide meaningful speaking and listening activities to enhance their learning.
- Staff are extremely focused on meeting children's individual needs. The impact is that children are making significant progress in all seven areas of learning.
- Staff demonstrate an enthusiastic approach towards their roles and responsibilities. There is a collaborative approach towards setting high standards of practice which in turn promotes continuous improvement within the provision.

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
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged 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 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
- scheduled 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 observed children's play and staff interaction, across the whole of the provision.
- The inspector and manager undertook a joint observation of children and staff during lunch time.
- The inspector talked with staff from each room, and held meetings with the manager of the provision.
- The inspector took account of the views of parents and carers spoken to on the day of the inspection.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

Inspector

Siobhan O'Callaghan

Full Report

Information about the setting

The Children's Centre opened in 2005. It is run by an established provider, Bright Horizons. It operates from the ground floor of Goldman Sachs in the City of London. Children have access to a four playrooms on the ground floor. The centre provides child care solely for Goldman Sachs employees. The provision provides a dedicated emergency back up centre for children whose parents work for Goldman Sachs. They also provide permanent childcare places. The centre is open each weekday from 7am to 6.15 pm all year round. Holiday provision is provided for children aged up to 12 years.

The setting is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 1,513 children on roll in the early years age range, many of whom only attend occasionally. There are currently 530 children on roll for the holiday provision. The nursery currently support a number of children who speak English as an additional language. There are 16 members of permanent staff working with the children alongside one full time administrator. The manager holds a degree in early years and has Early Years Professional Status. All staff hold relevant early years qualifications with one member of staff working towards an early years qualification.

What the setting needs to do to improve further

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

- enhance further children's opportunities to use their home language in their play and learning.

Inspection judgements

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

Children are achieving exceptional skills which support them to make outstanding progress across all areas of learning. They are enthusiastically supported by an experienced and professional staff team. The clear focus on promoting children's interests is embedded within planning systems. This, coupled with the expert knowledge of staff who understand how children learn, supports them in setting clear challenges for every child to help them progress. Staff demonstrate a confident knowledge and understanding of the Development Matters in the Early Years Foundation Stage guidance which they effectively use to consistently track and monitor children's development. There are excellent systems in place to work in partnership with parents so that they too are fully included in monitoring their children's on going progress. Systems to implement the two-year-old progress check are also fully embedded.

Parents can use a resource library in the nursery where they can loan child development books and resources, such as story sacks, to support their children's learning at home. These excellent partnerships also help to support timely interventions and support for all children to reach, and in many cases exceed, their developmental milestones. Discussions with parents demonstrate that they feel their children are making exceptional progress, their comments include, 'the nursery is responsible for my child's excellent progress, their communication skills are very advanced for their age.'

Children are content and happy in their environment which is clearly supported by the effective key person system. Staff are able to confidently discuss their key children's progression and demonstrate that they plan rich, varied and imaginative learning experiences for them. For example, staff discuss how they have planned local trips for children to observe a variety of different transport vehicles. This was to follow a particular child's interests in trains and cars. Trips are also planned to develop children's interests in wild life as they regularly visit the Barbican Wild life garden where they have opportunities to observe bees, birds and wildflowers. After trips children are encouraged to create their own books to record their memories through the use of photographs and their own drawings. Children are excited to share these books with the inspector and are eager to discuss where these photographs were taken. These exciting and personalised learning experiences support children to develop positive attitudes to learning and demonstrate their excellent developing communication skills.

Staff have attended 'Every child is a talker'(ECAT) training and used it to develop their practice. This is apparent in the purposeful interactions between staff and children and within the rich language environment. For example, all areas of the nursery are focused on language and promoting the love of books. Children can even access books in their bathrooms which have quiet areas where they can spend time enjoying books. They can also record, with the use of Velcro labels, how they are feeling that day for example happy, sad or angry. This is then used as a prompt for staff to discuss these emotions with children. All children from babies to pre-schoolers can access mark-making resources and specially developed writing boxes which help to create fun learning experiences for all children in line with their stages of development. Other innovative resources include interactive boards where younger children are delighted to press a variety of different buttons which create different sounds. These include animal sounds, which children are keen to imitate. Staff working with the younger children are also trained in Makaton sign language which is effective in supporting even the youngest of babies to communicate their needs. In conclusion, every effort is made to promote communication and literacy skills throughout the nursery.

Staff use many excellent strategies and resources to acknowledge and value children's home languages. For example, with a resource called 'pen pal' staff are able to communicate in basic terms with parents and children in a large variety of languages which include Spanish, French and German. There are a wide range of dual language books and music CD's to promote children's home cultures. However, there are not extensive opportunities for children to use and listen to their home languages in their play and learning.

Children are extremely busy and positive learners. For example, they are curious and interested about the pets they help to care for. They discuss how the giant African snails love to eat apples and enjoy watching them closely with the aid of magnifying glasses. Staff use these experiences highly effectively to extend children's vocabulary and encourage them to discuss what they can see. These valuable teaching practices enrich children's learning opportunities as staff extend children's knowledge of the snails and their natural habitats. Children take great delight in helping to feed the fish and the terrapins. Photographs and discussions demonstrate that children were delighted to observe baby chicks hatch and handled them with care as staff showed them how.

Children have excellent opportunities to develop their all-round physical skills. For example, babies love to climb their appropriately-sized climbing apparatus which they confidently use to learn how to climb up and down stairs carefully. The youngest babies have small soft play resources and ample opportunities to gain confidence in pulling themselves up on furniture. Older children enjoy daily trips to the local parks where they can access a variety of challenging climbing equipment. However, within the nursery there is also a specially built climbing wall with rope swings for the older children who show great confidence in taking on these physical challenges. Children are also developing excellent physical skills they use tools, such as scissors and pens, with purpose. Additional opportunities to engage in cooking activities supports their confidence in using a variety of cooking utensils.

Children benefit from a rich learning environment. Resources are of a high quality and are effectively organised to promote all children's independence. This is consistent across the provision which enables even the youngest children to become confident and independent learners. Older children are thrilled to help lay the tables for lunch as they calculate how many plates, knives and forks they will need for all their friends. Staff effectively challenge children's problem solving skills as they encourage them to think about how many more items they will need. Children are skilled in serving their own food and pouring their own drinks which results in them being exceedingly effective in managing their own needs. Non-mobile babies enjoy exploring books and treasure baskets which are presented attractively to entice them to explore through their senses. The impact is that babies are confident to make choices and enjoy being independent as they receive reassuring praise and encouragement from their key person who sits close by. The provision provides a fruitful start to each child's learning journey which helps them to develop a desire to learn and to support their next stage of learning.

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

Children benefit from a highly stimulating and accessible learning environment. Resources have been carefully chosen to meet the individual needs of the children with the promotion of independence in mind. For example, all children have resources that promote curiosity and challenge and value their home backgrounds. This helps to promote a welcoming and inclusive environment for all children. Since the last inspection the nursery has made great progress in bringing more of the outdoor environment inside. This also includes children's opportunities to plant seeds and take care of plants both in the

nursery and when they visit the Barbican wild life garden. Staff acknowledge the importance of such experiences and consequently plan for these on a daily basis as children do not have direct access to a garden.

Staff provide children with warm, caring and highly skilled interactions which result in children developing secure and warm emotional attachments with their key person. Babies enjoy cuddles and close contact when they are rocked to sleep in their key person's arms. They are secure when they awake from their naps to see their key person's familiar face. Babies are developing a strong sense of exploration as they confidently select resources that are at their level. More mobile babies eagerly explore their environment as they confidently crawl to where they want to be. It is evident that they feel safe and secure in their stimulating and yet calm environment. Older children explain that they love coming to the provision and discuss how they like to do cooking and go on trips. Older children are confident in making their own choices and approach staff when they need support or just to talk with them. Discussions with parents demonstrate that they are extremely satisfied with the care their children receive. Parents comments include: 'it is fantastic that my child has a key person. They have a special bond and it is comforting that when I arrive to collect my child they will know exactly what they have been doing during the day'; 'staff are excellent in keeping lines of communication open. The key person system is a real strength of the setting which means I am reassured that my child's needs are effectively met.'

Parents share the successful arrangements that are in place for children when they move to a new room within the nursery. They discuss that the sensitivity given to these important experiences helps their children to settle quickly into their new environment. Some parents also discuss how their children have moved onto a different Bright Horizons nursery closer to home and their key person has gone with their child to help the settling in process. This is evidence to support the exceptional attention given to meeting the individual needs of all children and parents within the provision.

Baby room staff speak enthusiastically about the recent 'Connected Baby Room Project' training they have attended. They discuss how this has extended their knowledge and understanding of how babies develop and learn. For example, since attending training they have reflected on all practices with babies including when meeting their personal care needs. This has resulted in a conscious effort to making nappy changing time as positive an experience as any other. Additional resources have been made available including providing visual photographs and mobiles to keep babies engaged.

Lunch time is an excellent opportunity for children to develop self-care skills as they confidently lay the tables and arrange these with table cloths and flowers. They are delighted to help themselves to food which is presented in small bowls to make this a manageable task. Children enjoy this relaxed occasion where they chat happily amongst themselves and with staff. There are no time pressures which mean that children enjoy this positive social experience. They are developing polite and respectful behaviour as they follow the exemplary role models of the staff who care for them. For example, children know that it is respectful to wait for their friends to finish their lunch before leaving the table. Children are developing an admirable understanding of why they must follow important personal hygiene measures. They confidently visit the bathrooms before lunch

and can discuss why they need to do so. Children enjoy nutritious meals and learn to understand why it is important to eat healthy foods as staff discuss the positive impact this has on their bodies. There is fruit and water available in all rooms throughout the day so that children can make healthy choices. Children have successful opportunities to be active and to rest during the day which helps to promote the important of living a healthy lifestyle.

Children have an excellent knowledge and understanding of safe practices and how to manage themselves safely on outings. For example, they show the inspector their high visibility jackets that they wear and discuss how they must always stay close to their buddy and to the adults caring for them. Younger children wear wrist straps and all children have the provision's contact details on their jackets. Younger children confidently discuss their knowledge of road safety, such as not walking across the road until the green man is showing. Staff demonstrate that young children's safety is given the highest priority. There are comprehensive risk assessment systems in place to monitor all aspects of the environment, resources and risks associated with outings. Children are developing excellent skills and positive attitudes to underpin their eventual move to school.

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

The provision has a highly qualified staff team. The manager and staff are clearly passionate about their roles and responsibilities. There are numerous systems in place to monitor and reflect on the quality of provision provided for children and parents. For example, a parent's forum has been set up to seek the views of parents and give them an avenue to share their suggestions. Parents also use an interactive board at the entrance of the nursery where they can record their comments. Parents' involvement in their children's ongoing learning is a fundamental ethos of this provision. Staff speak enthusiastically about how they meet with parents and encourage them to contribute to their children's learning journeys. Parents reiterate this by expressing how they value opportunities to meet with their child's key person. Parents say 'the staff are amazing they teach the children so much it is incredible. I believe that my child is making such good progress because of the quality of care and learning offered in the nursery.' It is evident that the robust tracking and monitoring systems help to identify children's individual achievements. There is strong evidence to show that children are exceeding their developmental milestones. However, staff are confident to identify early learning delay and are aware of the importance of working in partnership with both parents and outside professionals where this may be necessary. There are robust measures in place to support children moving on to new provisions; this further supports the excellent attention that is given to children's individual needs.

There are clear systems in place to support staff to engage in reflective practices. For example, video recording and peer observations support the continual reviewing of professional practice with children. Discussions with staff demonstrate that although at first it is quite daunting to be recorded working with the children; it has given them an opportunity to look at their practice and to think about ways they can improve and

enhance children's experiences. This coupled with the fantastic opportunities for ongoing professional development impact positively on the highly successful learning and development opportunities for children.

Staff have a superb knowledge and understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. There are robust systems in place to ensure that all staff undergo essential suitability checks and have the experience and qualifications to meet their roles. Staff have a confident knowledge and understanding of how to promote children's welfare and how to raise concerns should they be worried about any of the children in their care. There are substantial systems in place to assess potential risks, including those on outings, and support the effective management of a safe and secure environment for children. For example, all staff are interviewed before taking children on outings to check that they understand how to keep them safe. All staff complete mandatory health and safety and safeguarding training and receive individual passports called 'We Care'. This training includes 15 modules which are all focused around health and safety. Staff benefit from regular appraisal meetings that celebrate their successes and identify opportunities for further professional development. All staff demonstrate that they feel exceptionally well-supported by the management team and express that they enjoy working in this vibrant environment. The impact is that staff are duly focused on promoting excellent attention to children's personal care needs which is evidenced in the harmonious atmosphere within the provision.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

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 action. 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	EY306083
Local authority	City of London
Inspection number	906890
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	0
Number of children on roll	2043
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	11/03/2010
Telephone number	020 7552 0370

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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, which are usually the childminder's 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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