

# Overland Childrens Centre

60 Parnell Road, Bow, London, E3 2RU

<b>Inspection date</b>	09/04/2013
Previous inspection date	13/06/2011

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	3
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 and children share a warm relationship, making for a happy and secure atmosphere where children learn to respect each other's differences.
- Staff have effective teaching skills and plan a wide range of purposeful play with a good balance of adult-led and child initiated activities, which supports children's learning well and helps them to make good progress.
- Mealtimes are sociable occasions when children chat about their interests and learn about good table manners.
- Links with other agencies involved with the children are well established. These support children's welfare effectively.

### It is not yet outstanding because

- Although children make good progress overall, staff do not always make the most of everyday routines and activities to extend children's understanding of mathematics.
- There are some missed opportunities to reflect the full range of children's home languages within the nursery.

## 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 activities in each of the playrooms.
- The inspector and manager undertook a joint observation of a teaching activity.  
The inspector looked at children's assessment records, planning documentation,
- evidence of suitability of practitioners working within the setting, the provider's self-evaluation form and a range of other documentation.
- The inspector took account of the views of parents spoken to on the day.

## Inspector

Clair Stockings

## Full Report

### Information about the setting

Overland Children's Centre registered in 1975. It serves the local area and is accessible to all children. The nursery operates from purpose-built premises in Bow, within the London Borough of Tower Hamlets. There is a fully enclosed area for outdoor play. The nursery employs ten members of child care staff, all hold appropriate early years qualifications. The nursery opens Monday to Friday all year round. Sessions are from 8am until 5.30pm and children attend for a variety of sessions. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 40 children attending in the early years age group. The nursery provides funded early education for two-, three- and four-year-old children. It supports a number of children who are learning English as an additional language and children with special needs and/or disabilities.

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

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

- develop further opportunities to extend children's mathematical understanding through activities, such as stories, games and imaginative play, and through the daily routines
- display words in children's home languages to help benefit all children in the nursery.

### Inspection judgements

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

Staff have a secure understanding of their responsibilities in meeting the Early Years Foundation Stage learning and development requirements. Weekly planning is flexible and includes both adult-led and child-initiated activities, while taking account of children's interests and stages of development. For example, staff incorporate dinosaurs into various activities, within the different areas of learning, to follow children's interests. Key persons gather information that provides a good base for establishing children's starting points in their learning. This enables staff to plan for individual children's progress from their earliest days in the nursery. As a result, children settle quickly because staff understand their needs well and meet them consistently. Effective systems are in place to monitor children's progress. Staff regularly observe children's play, recording children's achievements alongside photographs in their individual progress files. They use these

ongoing observational assessments to complete children's progress checks at age two, which are shared with parents. Staff have daily discussions with parents to give them informative feedback about their children's activities, learning and progress. They encourage parents to share their comments about their child's learning at home and to contribute to their child's progress file. This approach successfully engages parents in their children's education.

Children participate in activities both indoors and outside. Children who learn better outside have the flexibility of choosing when they wish to access this area, maximising their physical development and opportunities to play in their preferred learning area. Children enjoy using a wide variety of physical play equipment that includes wheeled toys, balls and climbing frame. There are plenty of places for them to run around, hide and explore. Here, staff help children to take risks safely and explore through play with learning extended through playful teaching. For example, staff support them in counting during a game of hide and seek. However, staff occasionally miss opportunities to extend children's mathematical learning through other activities and everyday routines, for example by incorporating size, shape and counting during play at the water tray.

All children, including those learning English as an additional language or children with special needs, successfully develop their spoken language. Children regularly share books with staff, who promote conversation to encourage them to talk about the pictures. Staff introduce songs and rhymes effectively throughout the session and children actively join in the singing. This successfully builds on children's communication and language skills. Children use different tools for making marks to practise early writing skills. Children celebrate festivals and birthdays, which helps to promote mutual respect and encourages them to value each other. However, there is scope to display words in the home languages of children learning English as an additional language. This values their importance and aids all children's understanding that English is not the only language.

Children are motivated to learn, interested, and engaged in activities. All children receive strong support to develop good attitudes and skills to learn effectively. Staff skilfully give young children the space and time to explore what they are interested in so that, when older, they concentrate and persevere in their learning. Consequently, children are gaining skills which help prepare them for school.

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

Children are happy, settled and content as they form positive relationships with their key person, staff and other children within the nursery. The effective key person system supports children to feel valued and promotes a sense of belonging. Caring staff warmly welcome the children and their families. As a result, all children form close bonds and secure emotional attachments to staff, confidently seeking them out for reassurance when needed. Children demonstrate they can negotiate and solve problems as they confidently inform staff if another child has upset them. They are learning to understand that their actions can hurt other children's feelings. Their behaviour is good, as staff share consistent expectations and are good role models themselves. Children willingly take on

responsibility, for example tidying away toys and resources in preparation for lunch. The daily routines include regular safety reminders to raise children's understanding, such as learning to take care with simple tools and follow rules when going outside. Regular fire evacuations enable staff and children to know what to do in an emergency. As a result, children enjoy their experiences in the nursery and learn skills that help them manage their move to school.

Children benefit from a warm, safe and stimulating environment. Well-resourced playrooms offer plenty of space for both table-top games and floor activities. Children reach toys with ease, due to the effective arrangement of low-level cupboards and drawers. Children play freely in the outdoor play areas that are well equipped with apparatus to allow for physical activity.

Staff support children's emerging understanding of the importance of a healthy lifestyle that involves physical exercise and a healthy diet. Nutritious snacks and meals, which include fruit and vegetables, are provided and children's individual dietary requirements are met. Mealtimes are sociable occasions when staff encourage older children to learn independence skills by helping to serve the food and pour their own drinks. Children are learning about the need for good hygiene practices as they routinely wash hands before touching food and after visiting the toilet. Children benefit from regular fresh air and exercise during outdoor play.

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

Arrangements for safeguarding children within the nursery are good. All practitioners have a secure knowledge and understanding of the procedure to follow if they have concerns. All staff play a part in assessing and minimising any potential risks to children and this is detailed on the thorough risk assessments put into place.

There are robust systems in place for recruitment, vetting and induction of staff. Careful monitoring of staff performance through appraisals and observing practice ensures that individual practitioners' strengths are valued and targets are set that identify areas for improvement. Staff are supported to attend relevant courses and gain additional qualifications. The manager uses regular staff meetings to discuss and share any ideas and practice issues to further promote effective outcomes for children. The manager and staff team demonstrate a strong commitment to the continual development of the whole provision and are to identifying priorities for improvement.

The manager and her team demonstrate a good knowledge of the Early Years Foundation Stage. They understand their responsibility to promote the learning and development of all children. They monitor the levels of planning and assessment to make sure these are consistent and display an accurate understanding of all children's skills, abilities and progress. Links with other agencies involved with the children, for example speech therapists and educational psychologists, are well established. These strongly support the children's welfare.

Staff forge positive partnerships with parents. Parents warmly praise the 'caring and friendly' staff team and the progress their children are making. Staff keep them informed about their child's learning through daily verbal feedback, photographic displays and written activity planning. Parent consultations also take place during the year to formally share information about their child's progress in nursery and at home. Staff promote good links with other early years providers, which further aids children's progress and development. Information sharing is effective and this eases the move to other settings or to school for the children.

### **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

<b>Unique reference number</b>	119601
<b>Local authority</b>	Tower Hamlets
<b>Inspection number</b>	813583
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	40
<b>Number of children on roll</b>	40
<b>Name of provider</b>	London Borough of Tower Hamlets
<b>Date of previous inspection</b>	13/06/2011
<b>Telephone number</b>	0207 364 0538

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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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