

Spitalfields Children's Centre

21 Lamb Street, London, E1 6EA

Inspection date

11/04/2013

Previous inspection date

02/06/2009

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 interact well with all children, which helps children to settle and feel secure. Young babies adapt and make secure attachments with staff easily.
- Resources inside are good and used well to help children progress in all areas of learning. The environment is friendly and stimulating and children enjoy choosing between indoor and outdoor play.
- Staff are supported effectively through close supervision and support is given to enhance their professional development.
- Good partnership with parents means that parents are always welcomed and part of their child's learning and development, and their views are valued.

It is not yet outstanding because

- The outdoor space has not been fully developed so that children can investigate the natural world.

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, indoors and outside.
- The inspector and manager undertook a joint observation of a teaching activity.
- The inspector examined documentation including a representative sample of children's records, development plans and staff suitability records.

Inspector

Caroline Preston

Full Report

Information about the setting

The Spitalfields Children's Centre opened in 1998 and is part of the chain of Bright Horizons Family Solutions. It operates from three rooms in a purpose built premises close to Spitalfields market in the London borough of Tower Hamlets. All children share access to a secure outdoor play area. It serves families who live or work in the local area. The group is open each weekday from 7.30am to 6.30pm for 51 weeks of the year. The centre is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 54 children from eight months to under five years on roll. Children attend for a variety of sessions. The setting has experience of supporting children with special educational needs. The setting also offers a 'Back-up' service for emergency childcare for local financial companies in the area and a holiday play scheme service. There are 16 members of staff, 12 of whom hold an appropriate early years qualification. The setting receives support from the local authority and also receives funding for the provision of free early education for three and four-year-olds.

What the setting needs to do to improve further

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

- make greater use of the outdoor areas to give opportunities for investigations of the natural world.

Inspection judgements

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

Children learn from an effective range of activities and resources which are age and stage appropriate. Staff know the children well and carry out observations and assessments to identify children's starting points and progress. Staff interact with children effectively supporting learning as they play. Staff support children with children with special educational needs well so that all children progress towards the early learning goals.

Parents are fully engaged and contribute to their child's initial assessment, sharing with staff what they know about their child. This helps to begin the effective partnership with parents, which supports meeting children's individual needs. Children separate from their parents with support and encouragement from staff.

Children are interested in mixing and making different coloured play dough; they enjoy sitting together around the table sharing the experience. They weigh and measure the ingredients, using the correct tools. This helps them to learn mathematical concepts, to

observe and talk about changes and gain understanding of the world. Children enjoy sitting together at the computer, taking turns to operate the computer and play with the various educational games, gaining skills that will help them in the future. They form special relationships with other children. Children express their own preferences and choose if they want to play inside or outside, as the garden area is always available to them.

Children listen to staff as they read to them; they enjoy and show interest in sounds, songs and rhymes. Children attend music sessions with a music specialist at the nursery, supporting their communication and language. Children understand more complex sentences e.g. 'how much flour should we add to make the play dough?'. They offer answers to questions confidently. Children are active and develop their physical skills effectively. In the garden they play with a good range of resources that support catching and throwing skills. Children run and play 'what's the time Mr Bear', using mathematical skills as they count and then run. Children count the plates, spoons and forks for each table at lunchtime. Children move freely in the garden and negotiate space successfully as they run in the garden. Children begin early writing skills as they draw and create pictures and words in the writing area.

Children learn about others in the community as they go on trips into the local area and they play with good resources that reflect positive images of people's differences. However, the garden space has not been fully developed to give children opportunities for investigations of the natural world. Children enjoy painting and role play so develop creative skills and are able to express their imaginations.

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

Children form close and affectionate attachments with staff. Young babies are well settled and happy as they interact with staff who know them well. This promotes children's well-being and independence. Staff are good role models, they are deployed well both inside and in the garden. Both younger and older children are based in the pre-school, so younger children learn from older ones and older children learn to care and support younger children. This supports children's safety and learning and awareness of each other's needs. Children behave well and staff work closely with children and parents when challenging behaviour is identified. This means that all children learn boundaries of behaviour, preparing them for school. Children learn about safety, as they play and learn they discuss road safety and take risks in the garden. Children independently wash their hands before eating and after using the toilet. Food menus are healthy and nutritious and children enjoy daily fresh air and exercise. All of which supports their understanding of healthy lifestyles.

The nursery is welcoming and friendly, resources are good and are used to help children progress and achieve. Babies are offered lots of good sensory play experiences that have been well planned by staff. All furniture is low-level and stimulating in the baby room, older children are offered exciting resources and all areas of the room reflect the different

areas of learning. All of which prepares children for school.

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

Leadership and management are effective in delivering a good educational programme for all children who attend the nursery. Staff understand how children learn and understand their roles and responsibilities. This means that children are supported in progressing well towards the early learning goals. Children with additional needs are given good support to help them achieve.

Detailed risk assessments are carried out so that any potential risks are removed that could harm children. Staff have a good understanding of safeguarding procedures so are able to support children if concerns are raised. The management team implement effective safeguarding policies; they have a clear understanding about reporting concerns to agencies with statutory responsibilities without delay and know to notify Ofsted of any allegations. Staff are well supported by the management team, so their professional development needs are met. Staff take part in regular supervisions and six monthly appraisals all of which are recorded in detail. This means that staff are monitored so that they continue to be suitable. Robust recruitment procedures help the management team to recruit suitable staff and good induction systems support new staff to understand their roles and responsibilities. Clear guidance is given to staff so that further training is booked and any under-performance is tackled.

Self-evaluation is effective in developing better practice which supports children's development. The nursery has employed a development worker to support staff to offer children better care and education to children. The nursery works well with parents, sharing policies and procedures, children's records and relevant information. Parents are invited to complete parent questionnaires which inform staff of parents' views; these are used to improve practice. Links with external agencies are effective in supporting children who may need additional support. The nursery has made effective links with local schools to support children's transitions into schools.

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	EY280862
Local authority	Tower Hamlets
Inspection number	912151
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	50
Number of children on roll	54
Name of provider	Bright Horizons Family Solutions Limited
Date of previous inspection	02/06/2009
Telephone number	020 7375 0775

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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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