

# West Street Children's Centre 2 year project

West Street Children's Centre, Chandlers Drive, ERITH, DA8 1LW

<b>Inspection date</b>	21/05/2013
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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

- Partnerships with parents are excellent and significantly impact and enhance children's progress. Highly effective systems are in place to exchange information about children's learning to encourage extension at home.
- The staff team gives safety a high priority through effective risk assessments that promote children's well being and ongoing safety.
- Leadership and Management is excellent. The staff team have a clear vision of the outstanding practice they promote and enhance this through effective teamwork.
- The extensive range of interesting, stimulating activities and free flow access between the indoor and outdoor environments encourages active learning and children's decision making skills.
- Children make excellent progress from their starting points as a result of the extensive opportunities available and the valuable support from staff. Staff demonstrate a fantastic understanding of children's individual needs and enhance their learning through a balance of child initiated and adult led activities.

## 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 part of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector looked at children's assessment records and discussed how staff are using these to support children's individual learning and development.
- The inspector checked a few key pieces of documentation such as child records, attendance records and planning documents.
- The inspector discussed the setting's self evaluation systems to ascertain how they are evaluating the provision to enhance outcomes for children.
- The inspector spoke to the Manager and members of the staff team throughout the inspection.
- The inspector took into account the views of parents.

## Inspector

Lara Hickson

## Full Report

### Information about the setting

West Street Children's Centre 2 year project registered in 2012 and operates from one room in West Street Children's Centre. It is situated in Erith, Kent. The playgroup is open each weekday from 09.30am to 12.30pm for 38 weeks of the year, term time only and caters for up to 16 children. The playgroup can be accessed via stairs or a ramp for pushchair or wheelchair access. The playgroup is close to Erith town centre and has suitable public transport links. All children share access to a secure enclosed outdoor play area. Children aged two and three years receive funding for nursery education. This playgroup is registered on the Early Years Register and the voluntary part of the Childcare Register. Children come from the local area. The playgroup will support children with special educational needs and/or disabilities, and children who speak English as an additional language. The playgroup employs four staff, including the manager. All staff hold appropriate early years qualifications.

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

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

- further enhance children's growing awareness of numeracy by providing props for children to act out counting songs and rhymes.

### Inspection judgements

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

West Street two year project is an outstanding setting. The support provided by the staff team has had a significant impact in meeting the needs and improving outcomes for children and their families. Staff use highly effective teaching methods to interact with the children and extend their learning experiences. They talk constantly to the children, naming objects that they show interest in, and repeating words so that the children gain a wider vocabulary. Staff promote children's learning exceptionally well through the provision of an extensive range of activities and experiences covering the prime and specific areas of learning. This effectively supports children as staff ensure that activities are interesting and highly individualised to meet specific learning needs. Children develop lively and enquiring minds as staff provide them with opportunities to be inquisitive, discover new skills and solve problems. For example, children are supported to use scissors using a variety of different textures such as paper and playdough. Staff are on hand to support children to attempt these new skills and praise their efforts and achievements enthusiastically. The supportive approach shown by staff is copied by children who praise their peers when they achieve a new skill. Free flow access between

the indoor and outdoor environments enables children extensive opportunities to enhance their learning. Staff demonstrate an excellent understanding of the different ways in which children play and support their individual characteristics of learning effectively. This clear knowledge aids children who prefer learning in an outdoor environment, as all seven areas of learning are promoted in both the indoor and outdoor environments. During the daily routine and play activities staff introduce concepts of language, number and colour. This is extended through reading stories, singing songs and talking in small groups. During song time counting is introduced through much loved rhymes. However this could be further enhanced through the use of props to promote concepts of number and counting further.

An extensive range of purposeful activities and resources are available to children in the indoor and outdoor environments. The experienced staff team support and extend children's play, for example through discussions and open-ended questioning. The setting has fully embraced the revisions to the Early Years Foundation Stage. Staff use Development Matters extremely effectively in their practice to support children's progress and to highlight the next steps in their development. For example, staff competently assess where children are within the areas of learning within the age bands. They support children's ongoing development by planning targeted next steps which they share with parents. This encourages parents to be fully involved in their child's learning at home and their input really enhances their children's development. For example, parents have purchased story books that their children have really responded to in the setting. Staff actively engage with parents to support their child's learning giving them practical ways of extending learning at home and enjoying activities with their children. For example, they photocopy recipes such as their playdough recipe so that parents can enjoy making this with their children at home. The excellent planning systems ensure a balance of child initiated and adult led activities. Children are making significant progress and records highlight how extensively the setting is narrowing the gap for the children attending.

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

Highly effective settling in procedures enable children to settle in at their own rate and enables them to develop extremely close, emotional attachments with the staff team. This promotes their well-being, sense of belonging and confidence. The extremely successful key person system enhances relationships with children and their families. The setting has a considerable impact on the emotional well being of children and their families. There is a warm, welcoming atmosphere within the setting which many parents comment on during discussions. The staff team demonstrate a passionate, dedicated approach towards providing high quality care, guidance and support to children and their families. Staff encourage parents to use other services within the Children's Centre which enhances their children's care and well being.

The staff team supports children and their families by enhancing their understanding of healthy eating. For example, snacks are healthy and nutritious offering an extensive range of fresh fruits, raw vegetables and other healthy options such as hot cross buns and smoothies. Staff include snacks, incorporating cultural diversity, to complement religious festivals. Children's independence skills are skilfully promoted at snack times. For example,

they are given the opportunity to pour their own drinks and to choose and cut up their own fruit with support. Families are supported to develop a healthy approach towards meals and snacks through the 'Kids make, you bake' cooking sessions that are organised at the Children's Centre. Children enjoy making homemade pizza and banana bread with their parents at the setting and take it home to bake in their oven. A recent focus on dental hygiene has enhanced parents understanding of the long term impact of feeding bottles and dummies on their child's dental health and speech development. As a result of this focus parents have sought dental advice which is significantly impacting on their child's well being.

Staff use the outdoor area effectively to maximise learning opportunities for children. Physical activities promote children's gross motor skills and these include balls and basketball nets, sit and ride toys, hoola hoops and tandem tricycles. Children also enjoy growing vegetables and herbs, learning about how to care for these and what they need to survive. Recently as part of the growth theme of the Spring topic children have planted runner beans, chives and parsley.

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

All staff demonstrate an extensive understanding of the safeguarding and welfare requirements of the Early Years Foundation Stage. A range of comprehensive policies and procedures are in place to underpin their excellent practice to ensure that children are safe and secure within the setting. Robust recruitment and vetting procedures are in place to check the suitability of all staff employed at the setting. This ensures children's welfare and well-being are effectively safeguarded.

The Management and staff team work together extremely effectively to create an accurate evaluation of the setting. This is reflected in their self evaluation records and their extensive planning documentation. There is a shared ethos of the high quality childcare all staff are committed to providing. West Street two year project comprehensively demonstrates how it is meeting the needs of children and families attending. The Manager and staff team are fully committed to the settings continued improvement and work closely with the local authority and external agencies to ensure this. The regular reflection upon practice considers ideas for further professional development and ways of enhancing the practice within the setting. For example, staff have identified priorities for improvement within the provision, such as altering the snack time as their numbers increase. Although snack time will continue to offer the valuable social experiences staff are looking at having either key group tables or dividing snack time into small groups. This will continue to support children's social skills as well as enhance their language and communication. However this well thought out change will reduce the time spent waiting for all the children to wash their hands before snack time commences.

Effective supervision and appraisal systems encourage staff to continue to enhance their professional development by accessing additional training opportunities. Staff are passionate about their work and demonstrate an inspirational approach towards their role

with the children. They actively seek training that will support the individual needs of the children attending the setting such as supporting children with English as an additional language.

The dedication and commitment of the experienced staff team ensures that families feel supported and listened to. The setting significantly promotes parents self esteem to enable them to be more confident parents. Parents are extremely happy with the care their children receive and they speak in particular of the caring, approachable and supportive staff team. Comments are highly complimentary and really highlight the value parents place on the setting. These include 'this is a godsend to me for me and my child. My child has really progressed due to the fantastic staff team', 'there is so much support at the centre for us' and 'staff are always there for you, 'everyone at centre says hello to me and my child'. Parents also comment that their bond with their children is so much stronger as a result of setting's ongoing support.

There are extensive arrangements for multi agency work to protect children and ensure their individual needs are comprehensively met. This ensures that no child is disadvantaged given their individual starting points and capabilities. For example, the setting works closely with Health Visitors, Support workers and Portage to support children's individual needs. Vital links have been made with pre schools that some of the children will be moving onto and this aids the transition process for the children and their families. Staff are aware of the difficulties parents face as their children move on from this one year project and actively support parents with this transition. For example, staff have arranged for some of the pre school leaders to visit the setting on the same day the mobile farm is visiting to establish links between parents and pre schools.

### **The Childcare Register**

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>	EY454007
<b>Local authority</b>	Bexley
<b>Inspection number</b>	895001
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	16
<b>Number of children on roll</b>	12
<b>Name of provider</b>	London Borough of Bexley
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02030455480

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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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