

# Greenmead Children's Centre 2

## Year Project

Lime Row, Erith, London, DA18 4HW

### Inspection date

03/05/2013

Previous inspection date

Not Applicable

### The quality and standards of the early years provision

#### This inspection:

1

Previous inspection:

Not Applicable

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 make significant progress from their initial starting points. There are extensive learning opportunities available to children and they benefit from valuable support from the staff.
- Children's individual needs are understood by staff extremely well. Highly effective planning of activities ensures a balance of child-initiated and adult-led activities.
- The leadership and management of the setting are excellent. The provider, supervisor and staff, all have a clear vision of the outstanding practice they are promoting and all members of staff are involved in evaluating the setting, which provides consistency in practice.
- Staff are highly skilled in asking effective questions to children. These make the children think about what they are doing. As a result, children are progressing significantly well from their starting points in their communication and language development.

## **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 observed activities in the main playroom and the garden.
- The inspector spoke with the provider, supervisor and staff at appropriate times throughout the inspection.
- The inspector spoke with parents to gain their feedback about the setting.
- The inspector looked at children's learning journeys, planning documents, the developmental plan and a selection of policies and procedures and children's records.

## **Inspector**

Rebecca Hurst

## Full Report

### Information about the setting

Greenmead Children's Centre registered on the Early Years Register and the voluntary part of the Childcare Register in 2012. It provides funded nursery places for two-year-olds, offering care on weekdays from 9.30am to 12.30pm, term time only. There are currently eight children on roll aged between two and three years of age.

Children use a hall within the community building and have supervised access to the toilet facilities near to the hall and direct access to an enclosed garden. The setting supports children who speak English as an additional language and children who have special educational needs and /or disabilities. All staff hold recognised level 3 childcare qualifications.

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

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

- consider involving children further in the preparation of food to promote children's independent and self-help skills further.

## Inspection judgements

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

The extremely caring and supportive staff nurture children's personal and social development extensively. They take time to settle the children into the setting and help them to understand their feelings. This enables children to play well together and support each other. Staff support children's communication and language development extremely well. The supervisor and staff are highly skilled in asking the children questions that encourage children's thinking skills and verbal responses. Children enjoy sitting with the staff and reading through books. Staff take time to ask children questions about the pictures to support them with their language development. Staff also work closely with the speech and language team to set realistic achievable goals for children to work towards. Staff find out about key words in the children's home languages to support their learning of English. This greatly enhances the children's communication and language skills.

Children are making significant progress in relation to their starting points. Staff work exceptionally closely with parents. Thorough records of children's progress detail children's starting points on entry comprehensively. Staff understanding of what each child needs to learn next is absolutely clear. They know precisely what to plan for each child, so progress

is quick. They also work closely with outside agencies to share information in order that there is consistency in supporting children's progress. Staff provide a very high standard of childcare practice by creating a vibrant, safe and enriching environment. Learning is promoted exceptionally well because staff provide an extensive range of activities and experiences covering all areas of learning. This effectively supports children as they ensure that activities are interesting and highly individualised to meet children's specific learning needs. Staff carry out assessments to look at the children's starting points alongside the parents. This is used successfully to show the progress the children are making.

All planning is individual for children and takes into account their interests and stages of development. Staff then successfully link this to the learning intentions, which are used by the staff to very effectively support children's progress across all areas of learning. Staff use the guidance publication 'Development Matters in the Early Years Foundation Stage' in their practice to monitor children's progress and to highlight their next steps in learning. For example, they competently track where children are within their age bands. They then use the sections regarding enabling environments and positive relationships to support children's ongoing development. These are then used to see if areas of learning have been missed or if children need additional support. This allows the staff to close any gaps in children's achievements and support children to be ready for their next stage of learning.

Staff have started to complete children's two-year-old developmental checks. They use the excellent observations in place to track the children's progress against the developmental milestones. Staff arrange meetings with parents to discuss the children's progress and stage of learning. Staff and parents look at targets set to support children's progress consistently. Staff talk daily to parents about what their children are doing at home and staff use this information to inform planning. Staff work closely with the parents to settle children into the setting. Staff support children well to manage the change to new settings.

Physical development is given a high priority and is promoted exceptionally well in the indoor and outdoor environments. The garden is set out very effectively and is extremely well resourced. Children develop coordination and climbing skills because they access a range of wheeled toys and climbing resources such as slides. This also helps children to develop control over their movements as children work out how to get down the slide. Staff fully understand the great benefits for children to access an outdoor play area and what resources are needed to fully support children's all round learning and development.

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

Staff demonstrate an extremely positive approach towards inclusion. They have a comprehensive understanding of each child's unique needs and have detailed information on child record forms of children's individual requirements. A variety of resources depict positive images of diversity, including those of culture, gender and disability. This helps children learn about similarities and differences between themselves and others.

Staff have secure and highly effective measures in place to promote children's ongoing safety in both the indoor and outdoor environments. Risk assessments are robust and thorough, clearly identifying all possible hazards and any action taken to minimise these. Fire drills are carried out on a regular basis. This allows children to learn what to do in an event of an emergency.

Children thrive in an environment where staff maintain an extremely high standard of hygiene practice. Staff raise children's excellent understanding of good hygiene by talking to them about why they need to wash their hands. All children develop effective self-care skills, for example, through consistent approaches to potty training at home and at the setting. Children enjoy valuable social experiences during snack times. Children sit with the staff and talk about the fruit they are having. Children take it in turns to pour their own drinks. Staff have just started to give the children small pieces of already cut up fruit to practise cutting up. Although this greatly enhances the children's independent and self-help skills, children do not have the opportunity to cut up whole fruit or peel oranges. As a result, children experience a small part of preparing fruit for snack time.

Staff are all consistent in their approach to behaviour management. Clear and concise boundaries are set and children fully understand them. The setting also works closely with the local authority to provide support for the staff in dealing with children who have behaviour issues. Excellent strategies are in place to teach the children how to work together. Staff use words and actions that the children understand and are consistent in their approach with the children. They take time to talk to the children about what they are doing and the effect of their actions on others. Staff also explain to children about the importance of sharing with their friends. This results in children working together very effectively and children are now starting to help each other out during activities. For example, children line up with each other to have a bike race and listen to the staff counting to three, then start. This effectively supports children in working alongside their friends and encourages their listening skills as they wait for the instruction to go. Given the children's ages and stage of development they are all exceptionally well behaved.

A robust key person system is in place to ensure staff meet the individual needs of the children. The key persons work closely with the parents to find out about the children's individual needs. Children thoroughly enjoy snuggling into the staff for cuddles of reassurance and support when they start to get tired. This builds on the children's self-esteem and their positive levels of confidence.

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

Staff have an excellent understanding of child protection and how to safeguard the children in their care. All safeguarding requirements are met effectively. Staff fully understand and implement the Local Safeguarding Children Board procedures. Regular ratio monitoring ensures consistency of care across the setting, which has a beneficial

impact on the children. A robust recruitment process is in place, including checks to ensure staff are suitable to work with the children.

The planning is linked effectively with the relevant guidance and as a result, staff are able to support each child to progress in all areas of learning at a level in relation to their starting points. Staff keep parents extremely well informed about their child's care, learning and development through valuable verbal exchanges upon arrival and collection. Observations demonstrate what children have achieved and include the next steps identified for their individual learning journey.

Leadership and management of the setting are very strong. The provider, supervisor and staff work closely together to promote the best possible outcomes for all the children. The supervisor carries out regular supervision to make sure the staff practice is strong and consistent, and to highlight any training needs. Staff have attended training to support their further understanding of working with children with English as an additional language and travellers' children. As a result, staff successfully plan to narrow gaps in children's achievements. The self-evaluation process is highly effective. Extremely well written development plans are in place, which are regularly reviewed. This ensures that improvements are exceptionally well-targeted in effective timescales. This means that identified improvements are monitored and completed in an effective timescale. The parents share their views on the setting. Staff meet with them and have discussions about the setting and talk about activities and how they can support the children in the setting and at home. As a result, the service is highly responsive to its users and clearly underpins the setting's practice.

Staff work closely in partnership with the parents. Parents can access the children's learning journeys at any time and discuss with the staff the progress the children are making. Parents regularly share with the staff what they have been doing at home. Staff use this information successfully to further enhance the activities and resources they provide. Staff work in excellent partnership with the other agencies caring for the children. Staff arrange training sessions for the parents to attend enabling parents to gain confidence and knowledge, which benefits the children. Staff attend various other meetings with the other agencies to share information regarding the progress the children are making and to set new targets for them to work towards. This strongly enhances the setting's ability to meet children's individual needs.

### **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>	EY454030
<b>Local authority</b>	Bexley
<b>Inspection number</b>	895321
<b>Type of provision</b>	Sessional provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	24
<b>Number of children on roll</b>	8
<b>Name of provider</b>	London Borough of Bexley
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02083201618

Any complaints about the inspection or the report should be made following the procedures set out in the guidance '*Complaints procedure: raising concerns and making complaints about Ofsted*', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

## 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.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate  
Store St  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2012

