

Earlsmead Children's Centre

Earlsmead Junior & Infant School, Broad Lane, LONDON, N15 4PW

Inspection date

Previous inspection date

05/06/2013

Not Applicable

The quality and standards of the early years provision

This inspection:

2

Previous inspection:

Not Applicable

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

- Children have secure, trusting relationships with their key person. Consequently, they are settled and growing in confidence.
- Children enjoy their play and learning because staff understand how children learn and provide stimulating experiences to support their all-round development.
- Children benefit from the strong partnerships that exist between the staff and parents because information is regularly shared to support children's care and learning.
- Children's welfare is effectively safeguarded because staff have secure knowledge and understanding of their responsibility in relation to protecting their well-being.

It is not yet outstanding because

- The lack of structure at snack times means that children do not have the opportunity to develop social skills and enjoy their meal within a calm and relaxed atmosphere.

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 the centre and the garden.
- The inspector had discussions with parents.
- The inspector had discussions with the manager and centre staff.
- The inspector sampled a range documentation including children's observation and tracking records, 'special books' and safeguarding procedures.

Inspector

Christine Bonnett

Full Report

Information about the setting

Earlsmead Children's Centre registered in 2012. The setting is run by the governing body of Earlsmead Junior & Infant School. It is located within the grounds of the school in Tottenham, in the London Borough of Haringey. The children's centre nursery is open each weekday from 9am to 12noon during term time. Children have access to a secure enclosed outdoor play area. There are currently 17 children aged from two years to under five years on roll, all are in part-time places. The children's centre nursery is in receipt of funding for the provision of free early education to children aged two, three and four years. The centre supports children who speak English as an additional language. It is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The children's centre nursery employs five staff, of whom four hold appropriate early years qualification with one staff member working towards an appropriate qualification.

What the setting needs to do to improve further

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

- improve the organisation of the snack time routine in order to create a relaxed and social environment for the children.

Inspection judgements

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

Children arrive at the welcoming children's centre nursery eager to explore the play materials. Staff demonstrate good understanding of how children learn and consequently provide challenging and fun play experiences that enable children to make good progress in all areas of their learning and development. Staff have high expectations of the children and focus on promoting their learning at every opportunity. For example, as children have fun digging in the sand tray, staff ask them questions to promote their critical thinking and understanding of mathematical concepts, by asking 'how much sand is in there, is it heavy or light?'

Communication and language is further developed because children join in songs with repeated rhymes, such as 'zoom zoom zoom, we're going to the moon'. Children squeal with pleasure as they anticipate what comes next in a familiar song and join in the actions with enthusiasm. The good use of resources enables children to have opportunities to learn to recognise their name and practise early writing skills.

The home visits carried out before the children start the centre nursery enable parents to share all relevant information about their child with the allocated key person. This helps staff prepare for the child's arrival because they are aware of their individual needs and how to meet them effectively. The home visits also contribute positively towards the children settling well and forming secure relationships because they have met their key person in their familiar home environment. Children speaking English as an additional language receive good support from staff who help them fully enjoy their play sessions as they gradually learn to express themselves in English.

There are rigorous systems in place to observe, assess and monitor each child's development. Staff carry out observations across all areas of learning as children play. They identify children's individual next steps, which are used to plan future activities. This ensures children's emerging needs are followed up swiftly. The tracker sheets effectively record the children's progress in detail. Each child has a 'special book' that contains photographs of the children engaged in play with a brief description of what they are learning. The books also include examples of the children's artwork for parents and carers to see and enjoy. The information gained from the observations and assessments is used as the basis of the progress check for children between two and three years. Parents and carers have regular individual meetings with their child's key person to discuss progress and together identify the next area of learning to focus upon. This enables them to support the children's learning at home.

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

The strong key person system benefits the children greatly because staff get to know the individual needs of their key children very well. This enables them to provide well-targeted support and appropriate interventions to help children's personal, social and emotional development, including their growing sense of belonging. The daily 'special time' sessions enable staff to sit with their key group and engage with them in whatever activity the children choose. For example, reading a favourite story, or listening to the sounds the musical instruments make. This further promotes children's learning and independence.

The children's centre nursery is well equipped with resources that the staff use well to promote children's all-round development. They adapt equipment and activities to suit the needs of the children and the choices they make. For example, the staff extend the children's experiences playing the musical instruments by introducing colour and shape recognition as well as listening and talking about the sounds.

Staff help children to learn the importance of maintaining good health. They have daily opportunities to play in the garden and develop physical skills by riding bikes and climbing on the playhouse. The school playground is also often used and has more challenging play equipment to foster children's active lifestyles and well-being. Children are encouraged to independently use the toilet and wash their hands at appropriate times of the day.

Children thoroughly enjoy the variety of fresh fruit that is provided every day at snack time along with other savoury options, such as toast and beans. However, snack times are

not as well organised as other parts of the daily routine. The lack of structure results in staff not being able to help children learn social skills such as sitting down to eat and sharing the food within a calm and relaxed atmosphere.

Staff use effective systems to prepare children for their move to school. Children who will be attending the Earlsmead nursery visit the school; one group visit once a week for two hours and another group visit daily for two hours. This gives them the opportunity to become familiar with the staff and the environment in order to smooth the change. Staff liaise with the schools the other children will attend to ensure that all relevant information is shared and the transition is successful.

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

The children's centre nursery enjoys a close relationship with the feeder school. Consequently, staff are fully aware of the importance of ensuring the learning and development requirements of the Early Years Foundation Stage are implemented effectively. The manager monitors the work of her staff to ensure that children's progress is accurately monitored and that their needs are consistently met. The continuous professional development of staff is actively encouraged to ensure that they have the opportunity to enhance their skills, thereby improving outcomes for children. Staff also reflect upon their work and evaluate their practice. Since registration, staff are pleased to have established positive relationships with parents and consider that working in partnership with them has had a significantly positive impact upon the well-being of the children. Plans for the future include gaining accreditation onto the local authority's quality assurance scheme.

Robust recruitment procedures ensure that all staff having contact with the children undergo appropriate suitability checks. The head of the centre is the designated lead in safeguarding matters. He has attended suitable training to equip him for the role. All staff are familiar with the procedure for reporting concerns about the well-being of the children. Staff use risk assessments to identify and minimise potential hazards to children's safety. Several staff members hold appropriate first aid certificates in order to provide immediate assistance in the event of an accident. All required documentation is in place to further support the safe and efficient management of the setting.

The staff and parents exchange information about the children each day. Together they delight in the children's progress and take pleasure in a new task achieved. They also make plans together to tackle any emerging issues successfully in order to promote the children's continuous learning and development. On the day of the inspection, the parents commented that they have seen their children develop in confidence and in their ability to recognise colours and shapes. They also stated that they like the level of communication they have with their child's key-person.

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	EY429084
Local authority	Haringey
Inspection number	892244
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	12
Number of children on roll	17
Name of provider	Earlsmead Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	0208 885 6197

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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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Piccadilly Gate
Store St
Manchester
M1 2WD

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