

World's End Under Fives Centre

18 Blantyre Street, London, SW10 0DS

Inspection date	16/04/2013
Previous inspection date	09/03/2011

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 plan carefully to meet the needs of children, and provide a wide variety of absorbing activities to promote their learning and development.
- Children have a strong sense of well-being because they have good relationships with staff who respond well to their needs.
- Staff place high priority on the safety of children. They know how to keep children protected from harm and implement this well in their practice.
- Parents have good opportunities to contribute to their child's learning, and are kept well-informed of their child's progress.

It is not yet outstanding because

- links with local schools have not been fully developed in order to support children who move to school.

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 carried out a joint observation with the manager of an adult-led activity.
- The inspector observed interaction between staff and children.
- The inspector spoke to parents, staff and children and took their views into consideration during the inspection.
- The inspector tracked the progress of several children.
- The inspector sampled a range of documentation.

Inspector

Jennifer Beckles

Full Report

Information about the setting

World's End Under Fives Centre registered in 1994. The pre-school has been operating since 2008. It is located in the World's End Estate in Chelsea, in the London Borough of Chelsea and Kensington, close to transport links. It is managed by a voluntary management committee. Children have access to a pre-school room and creche room and share an outside play area. The pre-school is open each weekday from 9am to 3pm term time only, with part-time places available. The creche operates for 51 weeks a year in the afternoons. A morning drop-in is also available for local families. The pre-school gets funding for the provision of free early education funding for children aged two, three and four years. There are 32 children on roll in the early years age range. The pre-school and creche are registered on the Early Years and the voluntary part of the Childcare Register. There are eight staff members, six of whom hold appropriate early years qualifications. Of these, four hold qualifications at level 3, one staff member holds a degree in early years education and the manager holds Early Years Professional Status. Two members of staff are working towards further qualifications.

What the setting needs to do to improve further

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

- strengthen links with local schools in order to work together to support children to be ready for their move to school.

Inspection judgements

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

Staff welcome and include all children in this bright and organised pre-school. They provide well for children's needs through careful planning and great attention to children's interests and skills. Children enjoy a range of interesting activities based on all areas of learning, and there is a good emphasis on developing children's personal, social and emotional needs. Children are free to create their own play as they select from a variety of resources. Staff enrich children's learning by visits to places such as the local theatre where they learn about creative expression and story telling in the form of performances. As a result, children make good progress towards the early learning goals.

Children learn to identify letters and sounds as they recognise their names on arrival at the pre-school. Staff teach children new vocabulary to develop their language skills by playing group games with interesting objects. Staff question children effectively and give them time to think and respond. This helps children to clarify and express their thoughts

effectively. Children give meaning to marks they write on envelopes and forms, using a wide range of tools and materials. This supports their early writing skills well. Staff encourage children to count each other at snack times and this secures their counting skills. Children explore shape, construct models and use handle tools and materials well. Staff encourage children to think critically by asking them to consider which resource would be best to join objects together. Children listen well to each other as they play group games and take turns to operate simple computer programmes independently. These activities help children to develop skills to be ready for their eventual move on to school.

Staff provide well for children who have special educational needs by working closely with other professionals involved in the children's care and learning. For example, they use advice and information offered by speech therapists to plan individually for the children. Children who learn English as an additional language make good progress because staff learn key words in children's home languages and support their learning well by using visual resources.

Children practise balancing, climbing and moving in different ways in the well-designed and resourced outdoor area. There is a flowerbed containing scented plants to help children develop sensory awareness. Along with this, there is a digging area for children to plant and watch things grow so that they develop an understanding of the life cycle of plants.

Staff have very good knowledge of children's abilities because they carry out regular observations and keep samples of their work and skills. They use assessment information effectively to meet the individual needs of children. Staff complete progress checks well for children aged between two and three years and provide parents with written summaries to keep them informed of their child's development. Parents also keep up to date by attending regular parents' evenings where they exchange observations, discuss their child's progress with staff and review assessment records. Parents have good opportunities to contribute to their child's learning because staff provide story sacks containing books and props that parents can use to support their child's development.

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

The inspection was brought forward because of notification of a concern around children's well-being. The inspection found that there are positive relationships between staff and children, that staff interact warmly with them and treat all children equally. As a result, children are content and secure. Staff spend time finding out about children's interests and skills and this results in them meeting children's needs well and promotes children's well-being. Children know the familiar routines of the pre-school. Children with special educational needs benefit from the use of a visual timetable to support their inclusion and understanding of the routine.

Children behave in independent and safe ways. They hold scissors securely while cutting paper and staff help younger children to learn how to use these tools safely. Children help

themselves to fresh drinking water, and serve themselves lunch from communal bowls. Children enjoy healthy, appetising meals and snacks, and staff appropriately cater for any special dietary needs. The children develop healthy habits by taking fresh air and physical exercise on a range of challenging equipment each day in the outside area. Children have good self-care skills, such as hand washing at appropriate times, and make good attempts to put on their coats to go outside to play. Staff follow good hygienic nappy changing procedures so children feel comfortable and there are reduced risks of cross infection.

Staff manage children's behaviour effectively. Children behave well because staff use praise to encourage positive behaviour and have clear expectations of the children. They talk calmly to the children and offer clear explanations for why certain behaviour is not acceptable. Staff put on display the written ground rules for behaviour that they have agreed with the children. Overall, staff prepare children sufficiently for school by talking with them about it, and by offering workshops to parents about how they can help prepare their children for school. Although the manager has formed relationships with local schools, this has not developed into ways of working together to further prepare children for the move to school. Children who attend the creche located in the adjacent room spend time settling-in the pre-school in order for them to get used to the environment, staff and routines. This helps them to settle well.

The environment is organised and resourced effectively. Staff teach children about difference by talking about and celebrating special events that relate to the children's cultural backgrounds. For example, a parent offers Chinese dumplings to the children at Chinese New Year to involve them in their celebrations. Children's acceptance of difference is developed further by them using a range of multicultural resources.

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

Children's safety is of high importance in this organised pre-school. The staff carry out thorough risk assessments covering all areas, resources and equipment, including outings to help protect children. Staff have good knowledge of safeguarding matters and are fully aware of procedures to follow if they have concerns about children's welfare. Staff implement a range of robust policies and procedures to keep children protected from harm, including behaviour management, equal opportunities and safeguarding. Staff are vetted comprehensively for their roles to make sure they are suitable to work with children and this helps to keep children safe.

Staff have good opportunities to develop their skills by attending a range of training courses. Their individual needs are identified through yearly appraisals and they attend a variety of courses to improve their skills and enhance outcomes for children. For example, staff attended a course on how to prepare children for school, which led to a greater awareness of how staff can support children to develop appropriate skills. Management supervise staff regularly and this helps them to identify any areas of underperformance. Support, coaching and training enable staff to work successfully and promote children's learning and development effectively.

Management has good insight into the quality and consistency of planning and assessment. This is because they carry out spot checks on assessment records and learning plans. They also spend time in the room observing staff and have recently implemented a system of staff observing each other to learn and support best practice. The pre-school is in the process of implementing a tracking system in order for them to identify any gaps in the children's learning. As a result, they are able to help close the gaps so that children are able to make good progress, from their starting points, towards the early learning goals.

Overall, partnerships with others involved in children's care and learning are good. For instance, links with community organisations, such as local theatre groups enhance children's learning. Partnerships with community health professionals support children with special educational needs and/or disabilities well.

Management has set key areas for improvement because it has good awareness of its attributes and limitations. For example, it plans to work towards healthy eating awards in order for children to have the best nutritionally balanced meals. Previous actions have been met, such as the identification of a named deputy manager of the provision. The pre-school is working well to meet the needs of children. It has a good ability to maintain this in future to improve the care, learning and development outcomes for the children.

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

Unique reference number	105753
Local authority	Kensington & Chelsea
Inspection number	909103
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	2 - 8
Total number of places	24
Number of children on roll	32
Name of provider	World's End Under Fives Centre Committee
Date of previous inspection	09/03/2011
Telephone number	0207 351 5871

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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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