

Broadwater Farm Childrens Centre

Broadwater Farm Childrens Centre, Adams Road, London, N17 6HE

Inspection date	25/09/2013
Previous inspection date	Not Applicable

The quality and standards of the early years provision	This inspection:	
	Previous inspection:	
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		3
The effectiveness of the leadership and management of the early years provision		3

The quality and standards of the early years provision

This provision is satisfactory

- Babies and young children have daily opportunities to move freely between the indoors and outside where they benefit from fresh air and exercise as well as exciting activities that support their learning.
- Partnership with parents is strong. Home visits help babies and young children settle quickly into the setting. They engage in play with the good range of activities planned, which cover all areas of learning and complement their interests.
- The staff team work well with health professionals who attend on a regular basis in order to support children with special educational needs and/or disabilities. As well as working towards narrowing any achievement gaps for the children, this also helps the staff team to develop their own practice.
- Babies and young children are encouraged to develop good hygiene practices. They are supported in becoming independent at meal times where they have the opportunities to feed themselves with adult support when needed.

It is not yet good because

- The implementation of safeguarding children procedures has not been consistently robust to secure support for vulnerable children.
- There is no separate space or partitioned area for babies to sleep in. As a result, some

babies are unable to settle in the cots provided due to the busy nature of the room.

- Not all children's photographs are included on their coat pegs or on the display board showing family and special people to help the children feel a sense of belonging.

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.

Inspection activities

- The inspector toured the dedicated area of the children's centre used by the under threes day care provision and observed children's play here and in the outdoor area.
The inspector talked with staff and managers. A joint observation was not able to be carried out as planned, but evidence was seen that the manager observes staff's teaching practice on a regular basis.
- The inspector spoke to some children.
- The inspector took account of the views of parents through discussion with some of them on the day of the inspection.
- The inspector looked at a sample of documentation including activity plans, children's progress records, the safeguarding policy and accident/incident records.

Inspector

Helen Steven

Full Report

Information about the setting

Broadwater Farm Children's Centre is run by the Board of Governors of Broadwater Farm Primary School. It registered in 2005 to provide full day care for children under three years. The nursery operates from two rooms and a lobby area within the children's centre in a purpose-built premises situated on the Broadwater Farm Estate in North London, within the London Borough of Haringey.

The nursery is open each weekday from 8am to 6pm for 48 weeks of the year. All children have access to an enclosed outdoor play area. The nursery is registered on the Early Years Register and there are currently 51 children on roll. There is a nursery school, out of school care and creche facilities on the site, which are registered separately as part of the school. The nursery is in receipt of free early education funding for two-year-olds.

The nursery employs 12 staff. Of these 11, including the manager hold appropriate early years qualifications. One staff member is working towards a qualification.

What the setting needs to do to improve further

To meet the requirements of the Early Years Foundation Stage the provider must:

- maintain records and share information with other professionals consistently in a timely manner, with particular regard to children's existing injuries.

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

- review the sleeping arrangements for young babies so they are able to sleep comfortably when they need or want to rest
- consider how best to ensure all children are included on the display of photographs of family and other special people, and that peg photographs are in place at the start of each placement in order to foster children's sense of belonging.

Inspection judgements

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

Children enjoy good quality learning experiences as the staff provide them with an interesting environment and challenging activities. They cover all areas of learning well. As

a result, babies and young children acquire the skills, attitudes and dispositions they will need for their next stage in learning. The rooms are dedicated to a specific age range, offering a wide range of appropriate, stimulating play materials which are readily accessible to children. All babies and young children are able to access the garden freely and they make good use of being able to play outdoors. When children move on to the next room or nursery class their key person supports them with this by undertaking regular visits with them, which helps them feel secure.

Staff obtain detailed information about each child's needs before they settle at the nursery to enable them to know children's starting points in learning. Comprehensive observations and assessments of children's learning enable staff to personalise planning effectively for each child's individual needs and future learning. Staff carefully monitor children's progress and share progress summaries with parents on a regular basis to involve them in their child's learning. The staff carry out the required progress check for two-year-old children. The form itself does not afford parents adequate space to make their own comments, nevertheless there is evidence that parents are fully included and their views routinely sought and recorded by staff. Parents are given ideas on how to extend their children's learning at home. Children have their own special books that are available to the parents at all times. These include observations and photographs of the children engaging in a wide range of activities. Parents are invited to contribute to these and are able to take them home to share with other family members. As a result, parents are kept up to date and involved in their child's learning.

Staff extend babies and children's communication skills as staff talk to them throughout the day. Staff in the baby room provide a running commentary describing what they and the children are doing. They are animated in their communication and appreciate babies' efforts when saying new words, which staff repeat back. For example, when toddlers excitedly show staff a small toy horse and point out the features with a call of 'look look', the staff member talks about the animal and the parts of the body. Young children join in welcome songs at circle time, which help them learn one another's names. This is supported by health professionals who sign this for children who have reduced hearing to promote their inclusion and communication skills. Young children choose a toy which is linked to their favourite song when everybody sings together, such as 'twinkle, twinkle' and 'wind the bobbin up'. Children join in the actions for the songs. They are given choices during routines, such as 'apple or pear?' to build on their vocabulary. A number of children are learning English as an additional language. Staff have sought key words in children's home language to communicate with the children and give them a sense of belonging. Cosy spaces are around the environment to encourage children to sit and communicate with each other.

Babies and children are all keen and eager to learn. Babies are encouraged to join in and play alongside one another as staff include them in small group activities. They build blocks together and achieve an impressive tower which they giggle about when it comes tumbling down. The young children have formed friendship groups and are beginning to share ideas with each other. For instance, they pretend to be on a bus and persuade their friends to join them and push each other around the garden in buggies.

Young children independently look at books, turning the pages and scrutinising the

pictures. They make good use of the clipboards and pencils in the garden where they write meaningful marks on the paper. This encourages them to develop early reading and writing skills. Children are fascinated with the centre's guinea pig and watch its every move. They find lots of leaves to try to feed it and entice it out of its hiding place. Staff explain to the children why it would be unwise for them to let the creature out while some children are whizzing around on tricycles, so that they learn about caring for animals. Babies investigate sensory play as they feel natural items, such as logs and leaves, which they enthusiastically show to the adults. They explore the texture of soil with their hands and squeeze it, moving it around and placing items in it. Babies have access to electronic toys to enable them to press buttons, and delight in the lights and sounds their actions produce. Children busily paint using brushes at the low-level easel. Others use toys cars which they dip in paint and move across the paper leaving satisfying track marks. They explore sounds and rhythms with musical instruments which they shake, press and bang. Babies find that the bricks make interesting sounds when hit with their hands.

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

A key person system is in place to support babies and young children to settle into the nursery and feel safe. A home visit is carried out for each child to begin to develop the relationship with the key person prior to them starting at the nursery. As a result, children are happy at nursery. New babies are held closely and soothed by their key persons when they are settling to help them feel safe. Families are encouraged to make use of the drop-in sessions to familiarise their child with the environment. A family board is on display and photographs of the children are on view around the nursery, including on children's individual coat pegs. Children are interested in looking for pictures of themselves and people special to them. However, staff have not been proactive in ensuring that every child's photograph is available on the board or on children's individual pegs to support and foster children's sense of belonging.

Staff gently support children to develop an understanding of how to keep themselves safe. They set up activities that feature safety equipment. Children put on high visibility jackets and hard hats when role playing as construction workers. They move wet sand around the garden and place it in the cement mixer. Babies are reminded to take care when they climb up and down a wooden step in the garden. There is a system in place to record accidents and incidents although this has not been used consistently when staff have noticed existing injuries on children to safeguard their welfare.

Staff support children's well-being by ensuring that they have opportunities to play outdoors whenever they choose each day. Children enjoy a range of opportunities for physical activities, for example negotiating space on ride-on toys and playing on the slide. Children are persistent when manoeuvring their friend in the buggy, going back and forth in order to turn. Toddlers crawl and climb through tunnels and babies enjoy space to move independently.

Staff are consistent in their behaviour management approach and get down to talk to children at their level. Consequently children learn to behave well. Staff are proactive in

encouraging children to get to know each other and work together cooperatively. There are enough resources available to enable toddlers to play alongside each other. Young children have developed friendship groups and are sharing ideas with each other, for example, in role play.

Children's dietary requirements are known to staff and these are put on display as safety reminders. The food is cooked at the school site and children enjoy nutritious food on a daily basis. Children eat fresh fruit at snack time and have the choice of milk or water to drink. They are encouraged to wash their hands before lunch to develop their understanding of the need for personal hygiene practices. Staff use nappy changing routines to talk to babies on a one-to-one basis. Staff aim to support babies' individual sleep routines. However, there is no separate area for sleeping. Consequently, some babies find it difficult to sleep for the amount of time they need to support their good health, in the allocated cots while other children are busy playing. Staff are currently using children's buggies to help the babies get sufficient rest. All children who need to are able to rest after lunch in the playroom, which is darkened and quiet at this time.

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

This inspection took place as a result of a concern raised to Ofsted relating to the nursery's implementation of safeguarding children procedures. Evidence gathered at inspection found that staff caring for vulnerable children have not always recorded or shared information about existing injuries with appropriate agencies to help protect the children. In addition, when they had shared concerns, information was not always logged effectively or followed up in writing as part of their safeguarding responsibilities to keep children safe. The management team became aware of this issue prior to inspection.

This inspection has found that the nursery has taken steps to review and address their practice in order to strengthen the procedures to safeguard children's welfare. They have amended their policy to ensure that it is more robust and have briefed all the staff team about this. They have met with the first response team from the local authority to aid them in assessing what concerns need to be referred for all children at the setting. They are in the process of amending their documents, for example, they are planning to highlight what action staff have taken after recording their observations on the existing injuries form. They have carried out a safeguarding audit and they have discussed at length specific incidents and drawn lessons to be learnt from it. Through discussion, staff members demonstrate that they are aware of the signs and indicators that may indicate concerns and are secure in how to proceed to safeguard children. Safeguarding is included in the induction process and training is an ongoing process. The actions taken by the provider demonstrates that they are now implementing the safeguarding procedures effectively and are meeting requirements.

The staff team is made up of staff employed directly by the registered provider and a number who are long-term agency workers. There is evidence of a robust recruitment process for employed staff and the manager checks information forwarded by the agency

in order to know that those staff are suitably vetted to be able to work with children. There are procedures in place for regular staff supervision to support the work of the staff and address any issues that arise. A system for appraisal is in place, but managers have identified that these are not carried out regularly enough and have set themselves an action plan to rectify this. Staff have opportunities to attend inset days and training courses to continue their professional development and improve outcomes for children. The majority of the staff team hold first aid certificates to enable them to treat children appropriately in the event of an accident.

The staff have a good relationship with parents and many children attending nursery have been involved in the centre's other activities prior to starting their placement. The nursery regularly seeks parents' views and acts upon their suggestions. For example, when parents highlighted they were not happy with the meals children receive, such as sugary cereals, the managers addressed this to ensure they provide a more balanced diet for the children. Parents speak positively about the nursery. They feel that the staff are friendly, welcoming and have time for the parents. For example, they comment 'that it is not a case of hi and bye'. They like the fact the children have a 'good routine' and are encouraged to be independent. They are involved in their children's assessments and receive ideas about how to support their children's learning at home. They like their children's profile books, are pleased that they are written in 'plain English' and love the photographs which show their children's interactions with others.

The provider undertakes a detailed self-evaluation of the children's centre, which includes the provision for under three's day care services. They demonstrate that they use reflective practice to improve on their service and are proactive in seeking the views of parents to inform their plans of action to improve the outcomes for children. Children's individual needs, including those with special educational needs and/or disabilities, are met well as staff work closely with health professionals. Specialists from the speech and language and sensory impairment services are integrated into the care and learning delivered to the children to support their specific needs.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
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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	EY306142
Local authority	Haringey
Inspection number	936818
Type of provision	Full-time provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	33
Number of children on roll	51
Name of provider	The Willow Primary School Governing Body
Date of previous inspection	not applicable
Telephone number	0208-885-8800

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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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