

Ilse Amlot Centre for Women and Children

Somerford Grove, TOTTENHAM,, LONDON, N17 0PG

Inspection date	14/10/2013
Previous inspection date	10/06/2011

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	3
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 and managers have excellent relationships with parents and carers. These strong relationships mean that children's individual needs are quickly identified and effectively met.
- There are well-developed behaviour management systems in place to support children's personal, social and emotional development. Staff have high expectations of children and as a result all children make good progress including those whose starting points are below that of other children.
- There is a strong focus on developing young children's communication and language skills. Managers and staff understand the importance of securing this area of children's development as a foundation for their future learning.

It is not yet outstanding because

- There are fewer resources for two-year-old children to explore and experiment with textures and sensory resources in the outside learning environment.

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 talked to children, parents, staff and managers.
- The inspector observed children and staff in the indoor and outside areas.
- The inspector reviewed a sample of a range of documents including staff suitability, policies and procedures and child record forms.
- The inspector held meetings with the management and staff.
- The inspector invited the manager to carry out a joint observation.

Inspector

Naomi Hillman

Full Report

Information about the setting

Ilse Amlot Centre for Women and Children registered in 1994 and is a registered charity. The setting is registered on the Early Year Register and the compulsory and voluntary parts of the Childcare Register. It operates from purpose-built premises situated off Park Lane in the Northumberland Park area of the London Borough of Haringey. The centre provides a variety of childcare to meet the needs of local families. The setting operates during term time, running a morning session each weekday from 9am until 12pm and an afternoon session from 12.30pm until 3.30pm. Children attend for a variety of sessions. The centre also provides an after school club, which operates each weekday from 3pm to 6.30pm during term time, and crches for children whose parents are attending training at local colleges. Children have access to three rooms and two outside play areas. There are currently 99 children on roll; of these, 96 are in the early years age range. The setting is in receipt of funding for the provision of free early education for two-, three-and four-year olds. The setting supports a number of children who are learning English as an additional language or who have special educational needs and/or disabilities. The setting employs 13 staff members who work directly with the children and 11 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 develop resources to support children's expressive arts and design in the outside area.

Inspection judgements

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

Staff develop warm relationships with each child, and children are eager and happy as they arrive at the setting, which is a bright and welcoming environment. There is a wide range of toys and resources for children to choose from. In addition, before each session, the staff put out a variety of interesting activities that meet the needs of the individual children attending. This means that all children enjoy challenging experiences that extend their learning and development across all seven areas of learning.

The setting has a high percentage of children who learn English as an additional language, and it has taken part in the 'Every Child a Talker' programme. As a result staff have a good understanding of how to effectively support children's communication and language development. For example, children show high levels of engagement during circle time

because staff use picture cards to help children make choices about which songs they want to sing. Staff recognise the importance of language development as the foundation for children's future learning. There are strong systems in place to support children whose starting points are below that of other children of their age, and staff are able to demonstrate that these children are making good progress.

Staff show a good understanding of how to promote the learning and development of young children. They talk and listen to the children as they play, using skilful questions to extend their thinking and learning. For example while making play dough, staff ask children questions to support their learning about textures and quantities, such as 'how does it feel?' and 'do we need any more water?' Practice is consistently good. As a result of this well developed practice, children are making good progress in their learning, and generally are working comfortably within the typical range of development for their age. Consequently they are acquiring the skills they need to be ready for school.

Key persons know their children well and are able to talk about their interests and stages of development. Children feel secure with their key person and approach them with questions or requests. Staff have high expectations of all children and there are good systems in place to observe children's stages of learning and development. The staff use the observations effectively to plan for children's next stages of learning. This means that children are keen learners who show high levels of engagement and display the characteristics of effective learning.

The key persons show sensitivity and skill in developing good relationships with parents. The parents contribute to the initial assessment of children's starting points, and are encouraged to share information about their child's learning at home. This means that staff have a rounded picture of the child's learning and development, and are able, if needed, to put in place effective strategies and interventions to support the child's individual needs. There is also a range of services provided by the centre that runs the pre-school. Staff help parents access these services, which means that outcomes for children are improved, as the health and education of the whole family is supported.

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

There is a well thought out and stimulating environment which supports children's all round development and emotional well-being. Children enjoy their time at the setting and move confidently through the indoor and outdoor areas to explore and learn through play. The physical challenges and wide range of accessible resources provided help children's growing independence. However, there is not always a good range of sensory and textured materials for children to investigate. This means that children who prefer to learn outdoors have fewer opportunities to extend their learning through exploring a wide range of media and resources.

There are well-established key persons' systems in place. As a result children are confident to go to their key person for comfort and reassurance, and staff respond with warmth and care. These secure relationships mean that even the youngest children are developing the

independence and the confidence to explore and learn. There are effective policies in place for behaviour management, and practice is consistent throughout the setting. Staff are good role models, behaving with care and respect towards each other and children. Children are given age-appropriate support to understand what is acceptable behaviour. For example, when children playing at the water tray begin to throw the water out and over the floor staff use the stop sign. They explain that water must stay in the water tray and then help children to find the mop and dry the floor. The 'golden rules', visual prompts and staff's use of sign language help children understand what is required of them. This means that children's social and emotional development is supported and children are learning to respect and tolerate each other's differences. Children's behaviour shows that they feel safe at the setting; they show high levels of motivation and self-confidence, which will help them when they go to school.

All staff have a good understanding of the setting's safeguarding policy and it is implemented consistently. Staff give high priority to the health and safety of children. There are good systems in place to promote and maintain the safe environment. Staff give clear messages to children to ensure they understand the importance of a healthy diet and exercise. Children are competent at managing their own personal needs and take part in tidying up and getting ready for snack time. The older children get their coats and use the toilets independently. As a result, children show good levels of self-reliance and are developing the self-care skills need for school.

Children are helped to cope with transition, both within and outside the setting. Key persons provide good support to prepare for changes. For example, reception teachers visit children at the setting prior to them starting school. This means children are able to get to know a new teacher in familiar surroundings and therefore are ready for the next stage of their learning, when they go to school.

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

The provider and manager clearly understand the safeguarding and welfare requirements of the Early Years Foundation Stage. There is a strong focus on safeguarding children and clear policies are in place, which staff consistently implement throughout the setting. All staff have attended safeguarding training and all staff and students have been appropriately vetted to make sure they are suitable to work with children. There are thorough induction procedures in place. This ensures staff and students have a secure understanding of policies before they begin work, which means that children's safety and welfare is always promoted.

The provider has a well developed understanding of the learning and development requirements of the Early Years Foundation Stage. She maintains a good overview of the educational programmes and ensures that children have a broad range of experiences to help them progress towards the early learning goals. The provider regularly spends time in the rooms with the staff and children. She holds weekly meetings with the room supervisors to talk about concerns and identify children that need extra help. This means

that all children's learning and development is effectively monitored and supported.

There is a strong drive for improvement which takes account of the views of staff and parents. The setting positively takes part in the Haringey Early Years Accreditation to evaluate its practice. The provider is able to clearly identify areas for improvement and has in place plans with a clear focus on improving outcomes for children.

The manager has good relationships with staff and staff feel supported. Staff practice is monitored and underperformance is tackled. The supervision process enables staff to reflect on and develop their practice. Through these processes training needs are identified and this helps staff continually update and improve their good practice.

The manager has established good partnerships with parents, external agencies and other providers, including health visitors and support workers. These are used to promote the welfare and needs of children and their families, which means that appropriate interventions are secured for children. Therefore families are in a stronger position to support the learning and development of their children, which provides a secure foundation for their future progress through school.

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	140440
Local authority	Haringey
Inspection number	813985
Type of provision	Sessional provision
Registration category	Childcare - Non-Domestic
Age range of children	0 - 8
Total number of places	85
Number of children on roll	99
Name of provider	Ilse Amlot Centre for Women and Children
Date of previous inspection	10/06/2011
Telephone number	(0208) 808-9117

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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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