

# Maples Children's Centre

Maples Children's Centre, East Churchfield Road, London, W3 7LL

<b>Inspection date</b>	05/11/2013
Previous inspection date	24/11/2010

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	
	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		1
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 settle very well and feel safe in the centre because staff treat them warmly and comfort them with an excellent understanding of their emotional needs.
- Staff offer lots of interesting resources that support children's all round development well. Children therefore, make good progress from their starting points in all areas.
- Staff make good use of observations and assessments to identify gaps in children's development, particularly when children first start. They use these to identify where children may need extra help.
- Staff have a very strong understanding of safeguarding issues. Therefore, the protection of children is central to everything that they do.

### It is not yet outstanding because

- At times, staff do not consistently engage children in useful discussion. This means that occasionally, they miss opportunities to promote children's thinking skills.

## 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 spoke to parents, children and staff.
- The inspector observed staff and children in both rooms of the centre.
- The inspector discussed the self-evaluation of the centre with the manager
- The inspector looked at documents relating to the safe management of the centre, including policies and procedures and staff records.

## Inspector

Naomi Brown

## Full report

### Information about the setting

Maples Children's Centre has been registered since 2004 and is governed, lead and managed by the London Borough of Ealing. The centre comprises a community room and nursery. There is an enclosed outdoor play area at the rear of the building. The setting works to bring linked services to the local community. This includes integrated childcare and early learning, health services, outreach and family support. Outreach services are facilitated by Coram, a voluntary organisation commissioned by Ealing Borough. The centre is registered on the Early Years Register. The centre is open each weekday from 8am to 6pm for 49 weeks of the year. There are currently 20 children on roll and children attend for a variety of sessions including breakfast club, toddler centre and extended school provision. The centre supports a number of children with special educational needs and/or disabilities and children who learn English as an additional language. There are five members of staff who work with the children aged between two and three years. Of these, one member of staff has Qualified Teacher Status and three hold qualifications to at least level 3. The head of centre has Qualified Teacher Status. The centre is in receipt of funding for early education for children aged two, three and four years.

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

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

- enhance the ways that staff interact with children to use all opportunities to extend children's thinking skills.

### Inspection judgements

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

Staff are secure in their understanding of the learning and development requirements of the Statutory Framework for the Early Years Foundation Stage. As a result, they plan and deliver a range of activities that support all children to make strong progress from their starting points in all areas of learning. Staff carry out accurate assessments of children's development when they first join and then use this information to track children's progress through their time at the centre. This means that they can clearly identify when children are not making the expected progress and arrange intervention for those children, to give them good outcomes. This means that all children have good opportunities to reach their potential in partnership with parents. The staff team follow the strong example of the qualified teacher in place, and as a result, they interact well with children to develop their skills across the areas of learning. They make good levels of eye contact with children to engage their interests and focus and children are settled and supported learners as a result.

Children make good progress in their communication and language development, taking into account any individual needs. Staff encourage all children to develop their speech and staff use clear speech and correct grammar to promote all children's language development. Staff encourage children who may be non-verbal to communicate in lots of different ways. Staff make good use of signs and gesture so that children can communicate using a variety of methods. Staff link stories to children's individual needs and interests, and as a result, children can choose freely from books that engage them. Staff use lots of expression when reading to children, therefore children focus on stories well and begin to link words and the things that they represent. Staff sing with children often and this enables the younger children to recognise different patterns and rhythm of speech. Children clearly have favourite songs and rhymes and they enjoy singing 'twinkle twinkle' as they make movements with their hands to represent stars. Staff use conversations during the day, at children's level to encourage children to be confident communicators. Occasionally, these discussions do not thoroughly encourage all children to fully develop their thinking skills, for example, by following their ideas fully to their conclusion. Overall however, children communicate successfully in many different ways and they understand lots of different instructions. These skills support them as they make the moves through the centre, and on to school. Staff assess children who learn English as an additional language, in their home language, so that they gain an accurate understanding of children's speaking and listening skills. This enables children to develop their spoken English from the secure base of their home language.

Staff support all children to develop their physical skills as they climb on and off low chairs, play in the well-stocked garden, and learn to be independent in their own care. Staff step back to allow children to put their own coats on and off, so that they can develop their hand coordination as they do up buttons and pull up zippers. All children know where the sinks are and they readily wash their hands after messy play and before eating. They are able to turn the taps, squeeze the soap and dry their own hands with little prompting from staff. This shows that children are able to look after their own needs independently. Staff know a lot about the children in their care. As a result, they provide a targeted range of equipment that interests and engages children. Staff use interesting items, such as cardboard boxes of different shapes, to arouse children's curiosity and to encourage them to concentrate on activities. As a result, children are focused and curious learners for much of their time in the centre.

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

All key persons use extremely robust settling in procedures. This ensures that all children, including those who learn English as an additional language, and those with special educational needs and/or disabilities are very secure in the centre. Staff take part in home visits with all children and their families and use these as part of the initial assessment process. Staff gather detailed information from parents from the outset and this means that they can tailor children's care to their emotional needs very well. As a result, children are settled and behave extremely well in relation to their ages and their individual needs. Staff are excellent role models and encourage children to behave in calm and careful ways. For example, staff use low voices with children, and give very clear explanations for

why certain behaviours promote children's safety and well-being. Children all know that they need their coats on outdoors to keep themselves warm in cold weather. Staff also explain very carefully to children why they must walk carefully indoors and outdoors to prevent them from hurting themselves. Staff are all very respectful of children's individual cultures and backgrounds. Staff speak many of the languages that children speak at home and use children's home languages throughout the centre, so that all children feel thoroughly welcomed. As staff cater very well for children's emotional needs, and help them to feel safe and secure, children are thoroughly settled and have made very strong relationships with staff. Younger children are developing their cooperative skills swiftly, as they move from playing alongside their friends, to playing with them. These skills support them extremely well for the move to school, when the time comes, and enable them to make confident moves in the centre.

All staff have a very thorough understanding of risk assessment and safeguarding procedures to promote children's safety and well-being in the centre. Indoor and outdoor spaces are arranged so that children can develop their independence safely, as they have free access to targeted resources that meet their individual development needs. For example, staff provide mirrors to encourage children who struggle to make eye contact, to recognise facial expressions and to attract their gaze. This means that children are very confident to explore their surroundings as they successfully move around furniture and play with toys that they find at their level. Staff cuddle children and thoroughly support them to separate from their parents, with an excellent regard for children's emotional well-being. For example, parents are encouraged never to leave children while they are distressed, and all commit to a thorough settling programme, so that children know that they are very safe and fully supported at the nursery. Consequently, all children, even those who have joined relatively recently, show that they feel extremely settled in the centre.

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

The centre is well managed and led by a qualified and responsible head who has a secure understanding of the Statutory Framework for the Early Years Foundation Stage. As a result, both the safeguarding and welfare requirements and the learning and development requirements are met well. The head of centre monitors the curriculum and planning and assessments with the teacher in the room for children aged two to three years. This means that children in this room make good progress from their starting points as plans respond well to their needs. There have been recent changes in this room that have improved the quality of teaching, and also the monitoring of the staff team, and as a result, outcomes for these children continue to improve. There are secure systems in place to support children with special educational needs and/or disabilities, and the tracking systems helps staff to accurately identify where they need more support. As a result, the staff team seek appropriate intervention to close gaps in their development. The staff use close links with outside agencies, for example the speech and language team and the area special educational needs coordinator, to get extra support for children when they need it.

There are secure recruitment procedures in place to ensure that all staff are appropriately vetted. The staff team are very secure in their knowledge and understanding of child protection issues and they are vigilant about the safety of children. For example, children enjoy indoor and outdoor play, but staff keep a close eye on children to make sure that they do not become too cold, especially in the cooler months. There are secure risk assessments in place across the centre and staff teach children to manage their own safety very well. This promotes children's ongoing safety and well-being in the centre.

The head of centre has a good understanding of the strengths and weaknesses of her provision. Where there are variations in practice, the head of centre is well aware and she is continuing to support all staff to improve their teaching practice. She carries out regular appraisals and observations of practice and uses this to identify training needs to improve the quality of staff's work with children. The head of centre is currently developing a programme so that staff can work with other local settings to share good practice across the area. The head of centre has completed a thorough evaluation document and welcomes input from staff, parents and children, so that changes respond to their needs. The provision for children under the age of three has recently been reviewed and the changes are having a good effect on children's ongoing development, and particularly supporting their well-being. Parents have many opportunities to be involved in their children's care and education. There is a committee of parent governors that represent the interests of families who use the centre. Regular parents' meetings, and strong key person relationships, mean that all children benefit from good continuity in their care and learning.

## 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	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
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 monitored and inspected again within six 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>	EY286713
<b>Local authority</b>	Ealing
<b>Inspection number</b>	937979
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	2 - 3
<b>Total number of places</b>	45
<b>Number of children on roll</b>	20
<b>Name of provider</b>	London Borough of Ealing
<b>Date of previous inspection</b>	24/11/2010
<b>Telephone number</b>	020 8743 7128

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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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