

# Charlton Family Centre

41-43 Shirley House Drive, Charlton, London, SE7 7EL

<b>Inspection date</b>	11/12/2013
Previous inspection date	09/02/2011

<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		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 enjoy positive relationships, are happy and keen to learn and rapidly grow in self-assurance.
- Leadership and management is strong. The manager and the staff have a clear vision of the strong practice they are promoting. Staff provide consistent practice to monitor and ensure that children make good progress and are being safeguarded.
- A good range of interesting, stimulating activities are available and unlimited access between the indoor and outdoor environments lets children choose where they wish to play. This encourages their decision-making skills and supports children who learn better outside.
- Robust systems are in place for safeguarding children. This means children are cared for in a safe environment.

### It is not yet outstanding because

- There are missed opportunities during some activities to enhance the children's language development and questioning fully.
- Staff are not always effective in encouraging children to wash their hands before eating.

## 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 main playrooms and the garden.
- The inspector spoke with the manager and staff at appropriate times throughout the observations.
- The inspector looked at children's learning journeys, planning documents, the development plans and a selection of policies and procedures and children's records.
- The inspector checked staff's Disqualification and Barring Service checks, inductions records and staff ratios.
- The inspector also spoke with parents to gather their views on the setting.

## Inspector

Rebecca Hurst

## Full report

### Information about the setting

Charlton Family Centre registered in 2002 and operates from a converted building in the Charlton area of the London Borough of Greenwich. The centre is open five days a week during term time providing sessions from 9.30am to 12.30am and 12.30pm to 3.30pm and a full day from 9.30am to 3.30pm.

Children attend for a variety of sessions in both the preschool and full day care and share access to an enclosed outside play area. The centre is also open for four weeks during the summer holidays where a holiday play scheme provides activities and outings for children their families and a crche in the afternoons for up to three hours per day.

The nursery is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 35 children on roll in the early years age range. The setting currently supports children who have special educational needs and/or disabilities and children who are learning English as an additional language.

The centre is one of many direct service provider nurseries run by the Pre School Learning Alliance (PSLA) and is managed by their Greenwich sub-committee. There is a core team of nine staff including the centre coordinator, eight of whom hold recognised early years qualifications with one working towards a qualification.

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

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

- improve story times to include children into the activities to enhance further their speech and language
  
- promote further children's health and well-being by looking at alternatives ways of encouraging children to wash their hands, before food is served.

### Inspection judgements

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

The quality of teaching is good. As a result, children are progressing well towards the early learning goals. Planning is effective in helping children make good progress in their learning and development. Staff use the children's next steps in learning, their interests and views from the parents to plan effectively. Staff track the children's progress using appropriate guidance. This is used well to identify whether children require any support or extra challenge in their learning experience. Children with special educational needs

and/or disabilities are making significant progress with their learning and development and are narrowing the achievement gap.

Parents are invited into the nursery to talk with the staff about their children's progress and to share with them what they have been doing at home. This provides good continuity of care for the children. Detailed progress reports and individual education plans are shared with the parents and they work together to meet the children's individual needs. Staff complete the required progress checks for two-year-old children and share these with the parents. The reports enable them to see the progress their children have made. Given the children's starting points, they are making good progress and are gaining the skills they will need for their future learning.

Children enjoy having unlimited access between the inside and outside play areas. Children enjoy mixing with each other from the other rooms. By having different ages of children playing together this greatly supports their personal and social development. They move resources between areas and this helps to support their learning activity across play areas. For example children play with water and move it over to the chalk board to keep it clean after they have been drawing and writing on it. Staff encourage the children do this and ask them opened questions to promote their emerging vocabulary skills.

Children of all ages thoroughly enjoy creative activities. Staff adapt each activity to the children's interests. More and less able children are all able to learn through the activities due to the good quality support from the staff. Staff support the children in attempting to make marks when asked to 'write' their names on their art work. Staff praise the children for their work and children show they are excited for the comments. This promotes children's personal, social and emotional development well.

Children of all ages enjoy reading books and readily choose their favourites to read with the staff. However, during group story reading there are missed opportunities by the staff to enhance the children's language development fully, as children are not included into the reading until the end of the story. However, during other activities children are showing confidence in communicating and are developing their vocabularies and spoken language well.

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

Staff support children's personal, social and emotional well, and as a result, they are happy and settled in the nursery. The key person system works effectively to ensure that children have secure bonds with the staff, which builds their self-esteem and their confidence. Staff work well to support children who are finding it hard to settle into the nursery. Parents and staff work together to help children settle. For example, staff talk to parents to help children settle through one-to-one attention and provide resources that children are interested in. Children enjoy snuggling up to the staff for cuddles, reassurance and support. This helps to promote children's sense of belonging to the nursery, as they have a special person to turn to.

Staff teach children about healthy lifestyles by encouraging children learn about fruit and vegetables and through daily opportunities for exercise. Staff ensure that children develop an understanding of how to use knives and other implements safely. Staff talk to the children about safe handling and use of knives, which helps children to learn to take risks safely. Children enjoy eating a range of healthy fruits and vegetables at snack time. For example, they eat oranges and apples. Overall, children are able to manage their own personal hygiene needs well. They need little reminding of the importance of hand washing as they understand the need to wash their hands after messy activities, such as painting. However, before children eat any food, staff do not always fully support all the children in self help skills. For example, when children do not want to go to bathroom to wash their hands or forget to do so.

Staff support children to learn how to keep themselves safe. They participate in regular fire drills that teach them what to do in an event of emergency. In addition, staff encourage children to pick up toys after they have finished using them, which helps them to learn how to care for their environment and prevent accidents. Staff use timers to encourage children to tidy up, which provides children with clear signals that it is time to help staff put the toys away.

The nursery cares for a number of children who display challenging behaviour. Staff work well with the parents and external professionals to put together concise behavioural management plans to support children to learn to manage their own behaviour. Staff support children to learn to share resources and take turns, which helps to develop children's social skills All staff are consistent in their approach to behaviour management and deal with children's behaviour well. Staff praise children's work and good behaviour, which means that children are well behaved and considerate of others.

The nursery has close links with local schools. This supports children's move into the next stage of their learning well, as staff from the schools are able to visit the children in the nursery prior to the move. Consequently, children move smoothly into the next stage of their learning and development.

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

All staff working in the setting have a secure knowledge and understanding of safeguarding children and how to manage their behaviour. Robust recruitment procedures are in place to check the suitability of all staff working with the children. All staff are appropriately vetted and the relevant details are recorded and logged to show when checks were carried out. All staff have a through knowledge of safeguarding and whistle blowing and as a result know what to do if they have concerns about a child's welfare. The manager is proactive in changing policies and procedures to reflect changes to legislation and after reviews of staff practice. For example, recent changes have been to the nappy changing procedures to ensure it is even more robust. In addition, to make areas of the garden safer, risk assessments have resulted in changes to the resources.

Staff benefit from regular supervision and the manager keeps track of staff development to promote their training needs. Staff attend regular training to enhance practice and promote children's learning and welfare. A robust induction system is in place to support all new staff who work in the nursery. Staff are effectively deployed around the nursery to maintain ratios and to keep children safe. Staff successfully evaluate their planning to make sure it meets the learning and development needs of the children that attend. All staff are fully involved in all aspects of the evaluation to bring about the best possible outcomes for children. Staff work very closely with parents and they regularly share information with them about the progress their children are making. Staff provide daily feedback and work with parents and carers if they have any concerns about their children's development. Staff work closely with other agencies that are involved in the children's care. This provides good continuity of care and learning for all of the children.

The self-evaluation of practice is strong. Staff involve parents by gathering their views on the service they provide. They also assess the activities to make sure they are meeting the children's individual needs. Staff use the children's participation in activities to gauge their interests and what needs adapting to further meet their individual needs. Staff are very responsive to the users of the service that they provide. Staff work closely with the head teacher and staff to complete development plans. They are working towards clearly defined targets. The provider is fully involved in all aspects of the evaluation to bring about the best possible outcomes for children.

### **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	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>	EY136606
<b>Local authority</b>	Greenwich
<b>Inspection number</b>	946070
<b>Type of provision</b>	
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	30
<b>Number of children on roll</b>	35
<b>Name of provider</b>	Pre-School Learning Alliance
<b>Date of previous inspection</b>	09/02/2011
<b>Telephone number</b>	0208 8569906

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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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