

# Grenfell Under Threes Centre

Lancaster Resource Centre, Whitchurch Road, LONDON, W11 4AT

## Inspection date

Previous inspection date

17/01/2014

Not Applicable

## The quality and standards of the early years provision

### This inspection:

2

### Previous inspection:

Not Applicable

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 have clear expectations of behaviour and use praise to motivate children to behave in positive ways.
- Children are encouraged to be independent by helping to prepare snacks and serving themselves.
- Staff have warm, happy relationships with children, which helps children to feel secure.
- Staff make plans that meet the needs of children well because they use assessment information to inform planning effectively.

### It is not yet outstanding because

- Staff do not encourage children to practise making marks in all play situations, for example, during role play.
- The nursery routine is appropriate. However, there are no systems in place to help children with special educational needs and/or disabilities to understand what happens next, for example, a visual timetable.

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

## **Inspector**

Jennifer Beckles

## Full report

### Information about the setting

Grenfell Under Threes Centre is managed by Lancaster West Children's Community Network. It opened in 2005 and operates from premises in North Kensington in the London Borough of Kensington and Chelsea. The nursery is open each weekday from 8.30am to 4.30pm for 48 weeks of the year. There are currently 17 children on roll, some in part-time places. The nursery receives early years funding for places for children aged two and three years. It is registered on the Early Years Register.

The nursery has four staff, three of whom hold appropriate qualifications. This includes two staff members who hold level 5 early years qualifications, one staff member who holds a level 3 early years qualification, and one staff member who is unqualified and working towards an early years qualification. The nursery supports children who learn English as an additional language and children with special educational needs and/or disabilities.

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

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

- encourage children to practise their early writing skills in all play situations.
- find ways to help children, particularly those with special educational needs and/or disabilities, to understand the nursery routine, such as a picture timetable.

### Inspection judgements

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

Children make good progress in this organised and stimulating nursery. Staff provide an interesting variety of activities based on children's interests and the areas of learning of the Statutory Framework for the Early Years Foundation Stage. This results in children engaging well with tasks. Planning meets the needs of children well because staff make good use of assessment information to ensure that children are appropriately challenged. Children develop good independence skills because they choose freely from a range of accessible resources. They create their own play, which is balanced by some structured adult-led activities to support children's learning and development.

Staff follow children's lead as children decide to create stories with dinosaurs in the water tray. They teach children new words and extend their thinking skills by asking open questions as children play. Staff teach children to count securely by counting the number of dinosaurs in the tray. Children work on puzzles, supported by staff who remind them to

look at shape and colour to help complete the puzzle. Staff help children to engage with books by reading children's favourite stories in lively tones. They encourage children to interact with the story by asking them to predict story events. Children practise their language skills by making spontaneous comments on stories. Although there are tools and materials available to children on a writing table, staff do not encourage children to practise their mark making skills in play situations, for example, role play. As a result, the resources on the writing table are not well used by the children.

Children have good skills with technology because they use digital cameras to take pictures and operate electronic toys independently. Staff teach children about the roles of people in the community by creating pretend play situations, such as hospital role play. Staff develop children's understanding of the world by teaching children that medicine can help to make illness better. They teach children names of different body parts. Staff teach children about major organs of the body by showing children how a stethoscope is used to listen to heartbeats. Overall, these experiences help children to develop valuable skills for later use in school.

Children have good physical skills. This is because staff encourage children to exercise regularly to music to teach them physical coordination skills and different ways to move. Children visit the local play area where they move freely by running, jumping and climbing. They practise balancing and climbing, and riding on wheeled toys indoors. This develops their physical skills further.

Children with special educational needs and/or disabilities make good progress. This is because staff monitor children closely and liaise closely with community health professionals to support children's learning and development. Staff learn key words in children's home languages to support those who learn English as an additional language. This helps children to feel valued and understood.

Staff maintain good records of children's development. For instance, they carry out regular observations, collect samples of children's art work and take photographs of their achievements. Staff evaluate this information and determine children's next steps for learning effectively in planning. Staff carry out progress checks on children aged between two and three years and provide written summaries to parents to keep them informed of their children's development.

Staff keep parents up to date on their children's progress through daily interaction and parents' evenings. They encourage parents to share their observations of their children with staff and use this to inform planning effectively.

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

Children have warm relationships with staff, which helps children to feel secure and content. Staff find out about children's likes and dislikes and use this information to provide activities that children enjoy. This supports children's well-being. Routines are appropriate; however, there are no systems in place to help children understand what is

coming next, for example, a visual timetable. This means some children, particularly those with special educational needs and/or disabilities are, at times, confused about daily events.

The nursery is colourful and organised and children's art work is displayed attractively. Staff teach children to behave in safe ways. For instance, staff remind children to keep off the safety mats when others are using the climbing frame and to take turns when jumping from low platforms. Children have good self-care skills. For instance, staff encourage children to put on their outer clothing independently and to wash their hands at suitable times. Babies enjoy nappy changes because staff use bright, comfortable, clean areas to do so.

Staff encourage children to be independent at snack times. Children help to prepare the fruit snacks and serve themselves. They pour their own drinks and tidy away any fruit peelings or leftovers. Staff teach children about the benefits of eating healthily. For instance, staff show children their muscles and talk about how milk makes them strong. Staff cater for special dietary needs. Children have daily physical exercise and fresh air when visiting the local play area, and by using nursery equipment to practise a variety of physical skills. Staff also provide fun exercise sessions and teach children about the benefits of exercise. They do this by asking children to feel the heat in their skin and to notice changes in their heart rate after exercising.

Staff manage children's behaviour effectively. They use praise to motivate children to behave in positive ways. Children behave well because staff have clear expectations, which they share with children. This is reinforced by pictorial displays, which supports children's understanding.

Staff help children to learn about difference by providing a wide variety of multicultural resources, such as dressing up clothes from around the world, ethnic cooking utensils and books containing multicultural characters. This interests the children and enables staff to talk about people's differences with them.

Staff have formed links with local nursery schools to support children when they move on in their learning. For example, staff have discussions, and exchange written information related to the children, to help to ensure children move smoothly from one provision to the other.

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

Management has a good understanding of the requirements of the Statutory Framework for the Early Years Foundation Stage and their roles and responsibilities. Management assesses staff suitability for their roles thoroughly and this helps to protect children. All staff are trained in safeguarding issues and know the procedures to follow should they be concerned about a child. All staff are qualified in first aid and they carry out risk assessments covering all aspects of the nursery, which serves to protect children further.

Management supervises and monitors staff effectively because the manager works directly with children in the group room. This provides her with good insight into the quality of staff practice. Any issues are discussed with staff and appropriate support is offered to improve practice, where necessary. Staff receive yearly appraisals where their training needs are identified and suitable courses are selected. For instance, staff attended a course on preparation for inspection, which led to their greater understanding of the purpose of inspection.

Management has good procedures to check the quality of planning and children's assessment information. The manager reviews children's learning journals, and staff's planning, regularly and discusses children's development with staff. This helps to identify children operating outside of expected development levels so that staff can offer appropriate support to close gaps in learning and to extend more able children.

There are good links with a variety of organisations to support children's learning and development. For instance, staff work well with visiting speech and language therapists who offer advice and support on children's development in this area. Staff have good partnerships with parents. They keep them informed of their children's progress and encourage parents to be involved in children's learning both in the nursery and at home.

Management reflects well on all aspects of the nursery and has identified goals for improvement. For instance, management plans to enhance links with parents so that there are greater opportunities for parents to be involved in their children's learning. The nursery operates well and aspires to maintain this in future for the children's benefit.

## 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>	EY463027
<b>Local authority</b>	Kensington & Chelsea
<b>Inspection number</b>	926765
<b>Type of provision</b>	Full-time provision
<b>Registration category</b>	Childcare - Non-Domestic
<b>Age range of children</b>	0 - 5
<b>Total number of places</b>	12
<b>Number of children on roll</b>	17
<b>Name of provider</b>	Lancaster West Children's Community Network
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	02077270854

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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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